

SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2023-2024

2024-2025 PROPOSED BUDGET

As Required by
Chapter 474
Of the
Laws of 1996

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

BOARD OF EDUCATION

Carol C. Cheng – President
Brian J. Grieco – Vice President

Lynn Abramson
Lisa A. Coscia
Susan Falkove
Anna Levitan
Jack Ostrick
Shany Park
Thomas A. Rotolo

SCHOOL DISTRICT ADMINISTRATION

Dr. Thomas L. Rogers
Superintendent of Schools

Dr. Theresa Curry
Deputy Superintendent of Schools

Dr. Patricia M. Rufo
Associate Superintendent for Business

Ms. Erin Goldthwaite
Assistant Superintendent for Pupil Personnel Services

Dr. Raymond Loverso
Assistant Superintendent for Curriculum, Instruction and Assessment

Mr. Adam Kuranishi
Assistant Superintendent for Human Resources

2023-2024

INDEX

SYOSSET CENTRAL SCHOOL DISTRICT PROPOSED BUDGET

SECTION 1 – SYOSSET CENTRAL SCHOOL DISTRICT

SECTION 2 – BAYLIS ELEMENTARY

SECTION 3 – BERRY HILL ELEMENTARY

SECTION 4 – ROBBINS LANE ELEMENTARY

SECTION 5 – SOUTH GROVE ELEMENTARY

SECTION 6 – VILLAGE ELEMENTARY

SECTION 7 – WALT WHITMAN ELEMENTARY

SECTION 8 – WILLITS ELEMENTARY

SECTION 9 – SOUTH WOODS MIDDLE SCHOOL

SECTION 10 – HARRY B. THOMPSON MIDDLE SCHOOL

SECTION 11 – SYOSSET HIGH SCHOOL

SECTION 12 – GLOSSARY AND BUSINESS RULES

PROPERTY TAX REPORT

SYOSSET PUBLIC LIBRARY BUDGET

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

NEW YORK STATE COMPENSATION REPORT

SYOSSET CENTRAL SCHOOL DISTRICT

**PROPOSED
BUDGET
2024-2025**

Draft Budget Working Document

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change
1010 Board Of Education		46,700	46,700		0.00%
1040 District Clerk		102,500	101,146	1,354	1.34%
1060 District Meeting		60,000	37,500	22,500	60.00%
1240 Chief School Administrator		375,414	370,950	4,464	1.20%
1310 Business Administration		603,440	595,439	8,001	1.34%
1320 Auditing		118,700	119,470	-770	-0.64%
1345 Purchasing		639,996	590,518	49,478	8.38%
1380 Fiscal Agent Fee		7,000	7,000		0.00%
1420 Legal		422,600	422,600		0.00%
1430 Personnel		969,301	756,998	212,303	28.05%
1480 Public Information and Services		200,060	198,500	1,560	0.79%
1620 Operation of Plant		11,610,658	11,623,982	-13,324	-0.11%
1621 Maintenance of Plant		6,136,194	6,191,347	-55,153	-0.89%
1631 Security		4,370,443	3,825,677	544,766	14.24%
1670 Central Printing & Mailing		612,239	570,136	42,103	7.38%
1680 Central Data Processing		2,697,232	2,416,671	280,561	11.61%
1910 Unallocated Insurance		1,683,095	1,463,556	219,539	15.00%
1981 BOCES Administrative Costs		938,044	881,000	57,044	6.47%
1983 BOCES Capital Expenses		240,297	231,827	8,470	3.65%
1989 Unclassified		50,000	50,000		0.00%
2010 Curriculum Devel and Suprvsn		3,060,322	3,111,059	-50,737	-1.63%
2020 Supervision-Regular School		7,046,237	6,907,685	138,552	2.01%
2070 Inservice Training-Instruction		253,000	283,000	-30,000	-10.60%
2110 Teaching-Regular School		87,597,878	85,399,588	2,198,290	2.57%
2250 Prg For Sdnts w/Disabil-Med Elgble		32,266,318	31,986,210	280,108	0.88%
2280 Occupational Education(Grades 9-12)		590,000	590,000		0.00%
2310 Continuing Education		120,224	118,752	1,472	1.24%
2320 Summer School		418,372	527,370	-108,998	-20.67%
2610 School Library & AV		3,058,257	2,899,633	158,624	5.47%
2630 Computer Assisted Instruction		4,787,301	4,736,647	50,654	1.07%
2805 Attendance-Regular School		264,113	283,054	-18,941	-6.69%
2810 Guidance-Regular School		3,800,102	3,480,562	319,540	9.18%
2815 Health Svcs-Regular School		2,219,539	2,159,027	60,512	2.80%
2820 Psychological Svcs-Reg Schl		2,762,486	2,700,786	61,700	2.28%
2825 Social Work Svcs-Regular School		581,350	567,488	13,862	2.44%
2850 Co-Curricular Activ-Reg Schl		2,560,399	2,124,289	436,110	20.53%
2855 Interscholastic Athletics-Reg Schl		3,268,060	3,124,748	143,312	4.59%
5510 District Transportation Services		326,542	322,320	4,222	1.31%
5540 Contract Transportation-Med Elgble		13,304,600	13,248,600	56,000	0.42%
7140 Recreation		283,205	297,127	-13,922	-4.69%
8070 Census		21,131	21,131		0.00%
9010 State Retirement		3,992,855	3,215,023	777,832	24.19%
9020 Teachers' Retirement		12,961,115	12,421,680	539,435	4.34%
9030 Social Security		11,882,141	11,230,134	652,007	5.81%
9040 Workers' Compensation		900,000	900,000		0.00%
9045 Life Insurance		230,000	230,000		0.00%
9050 Unemployment Insurance		50,000	50,000		0.00%
9055 Disability Insurance		160,000	160,000		0.00%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change
9060	Hospital, Medical, Dental Insurance	43,584,259	39,305,569	4,278,690	10.89%
9065	Dental	930,000	930,000		0.00%
9070	Union Welfare Benefits	225,000	225,000		0.00%
9089	Other	299,300	299,300		0.00%
9760	Tax Anticipation Notes	1,024,306	1,133,417	-109,111	-9.63%
9901	Transfer to Other Funds	4,707,225	4,747,444	-40,219	-0.85%
9950	Transfer to Capital Fund	4,325,000	4,325,000		0.00%
Total General Fund		285,744,550	274,562,660	11,181,890	4.07%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
1010 Board Of Education										
1010-400-00-0000	Contractual Services	3,300	3,300	-	0.00%	3,250	3,250	3,250	-	-
1010-450-00-0000	Conf, Wkshp & Travel-PD	14,000	14,000	-	0.00%	17,381	7,340	3,520	-	-
1010-484-00-0000	Memberships & Dues	25,500	25,500	-	0.00%	29,796	25,481	25,356	-	-
1010-500-00-0000	Supplies	3,600	3,600	-	0.00%	1,918	171	3,226	-	-
1010-506-00-0000	Subscriptions	300	300	-	0.00%	-	-	-	-	-
1010 Function Subtotal		46,700	46,700	-	0.00%	52,345	36,242	35,352	-	-
1040 District Clerk										
1040	Salaries	102,500	101,146	1,354	1.34%	97,827	96,346	97,913	1.0000	1.0000
1040 Function Subtotal		102,500	101,146	1,354	1.34%	97,827	96,346	97,913	1.0000	1.0000
1060 District Meeting										
1060	Salaries	19,000	12,650	6,350	50.20%	9,410	10,715	11,109	-	-
1060-400-00-0000	Contractual Svc	11,000	8,500	2,500	29.41%	5,557	5,855	8,379	-	-
1060-405-00-0000	Legal Notices & Ads	24,000	12,500	11,500	92.00%	11,011	10,279	12,390	-	-
1060-500-00-0000	Supplies	6,000	3,850	2,150	55.84%	2,543	2,745	1,198	-	-
1060 Function Subtotal		60,000	37,500	22,500	60.00%	28,521	29,594	33,076	-	-
1240 Chief School Administrator										
1240	Salaries	371,014	366,550	4,464	1.22%	380,752	401,979	424,671	1.7000	1.7000
1240-500-00-0000	Supplies	600	600	-	0.00%	118	296	213	-	-
1240-506-00-0000	Subscriptions	3,800	3,800	-	0.00%	4,431	2,621	3,214	-	-
1240 Function Subtotal		375,414	370,950	4,464	1.20%	385,301	404,896	428,098	1.7000	1.7000
1310 Business Administration										
1310	Salaries	582,940	579,539	3,401	0.59%	582,552	565,243	536,950	3.7000	3.7000
1310-400-00-0000	Contractual Services	1,000	1,000	-	0.00%	5,850	-	-	-	-
1310-405-00-0000	Legal Notices & Ads	-	1,400	-1,400	-100.00%	-	-	-	-	-
1310-490-00-0000	BOCES Svc	15,000	9,000	6,000	66.67%	9,275	8,897	8,897	-	-
1310-500-00-0000	Supplies	4,500	4,500	-	0.00%	4,295	5,754	2,398	-	-
1310 Function Subtotal		603,440	595,439	8,001	1.34%	601,972	579,894	548,245	3.7000	3.7000
1320 Auditing										
1320-435-00-6000	Audit Svc-Indepndt	45,500	45,500	-	0.00%	45,500	45,500	46,325	-	-
1320-435-00-6001	Audit Svc-Internal	29,200	29,200	-	0.00%	29,200	38,600	22,000	-	-
1320-435-00-6002	Audit Svc-Claims	36,000	36,770	-770	-2.09%	35,825	35,525	35,525	-	-
1320-435-00-6003	Audit Svc-Special	8,000	8,000	-	0.00%	-	-	-	-	-
1320 Function Subtotal		118,700	119,470	-770	-0.64%	110,525	119,625	103,850	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
1345 Purchasing										
1345	Salaries	588,386	561,908	26,478	4.71%	498,485	516,300	489,537	7.0000	7.0000
1345-400-00-0000	Contractual Svc	23,000	-	23,000	****.***%	-	-	-	-	-
1345-405-00-0000	Legal Notices & Ads	13,500	13,500	-	0.00%	5,460	5,748	10,588	-	-
1345-490-00-0000	BOCES Svc	12,110	12,110	-	0.00%	11,450	11,760	11,066	-	-
1345-500-00-0000	Supplies	3,000	3,000	-	0.00%	318	1,911	1,193	-	-
1345 Function Subtotal		639,996	590,518	49,478	8.38%	515,713	535,719	512,384	7.0000	7.0000
1380 Fiscal Agent Fee										
1380-400-00-0000	Contractual Svc	7,000	7,000	-	0.00%	6,100	5,700	55,300	-	-
1380 Function Subtotal		7,000	7,000	-	0.00%	6,100	5,700	55,300	-	-
1420 Legal										
1420-447-00-6005	Legal Svc-Retainer	91,800	91,800	-	0.00%	91,800	90,000	88,500	-	-
1420-447-00-6006	Legal Svc-NonRet	302,800	302,800	-	0.00%	106,744	121,707	250,859	-	-
1420-447-00-6007	Legal Svc-Other	13,000	13,000	-	0.00%	460	37,928	4,591	-	-
1420-447-00-6008	Legal Services-Bond	15,000	15,000	-	0.00%	12,345	11,295	37,105	-	-
1420 Function Subtotal		422,600	422,600	-	0.00%	211,349	260,930	381,055	-	-
1430 Personnel										
1430	Salaries	870,701	713,398	157,303	22.05%	771,403	657,656	626,776	8.0000	8.0000
1430-400-00-0000	Contractual Svc	1,400	1,400	-	0.00%	-	-	1,361	-	-
1430-405-00-0000	Legal Notices & Ads	4,000	4,000	-	0.00%	-	3,550	6,150	-	-
1430-490-00-0000	BOCES Svc	92,000	37,000	55,000	148.65%	35,753	35,555	35,036	-	-
1430-500-00-0000	Supplies	1,200	1,200	-	0.00%	614	649	1,156	-	-
1430 Function Subtotal		969,301	756,998	212,303	28.05%	807,770	697,410	670,479	8.0000	8.0000
1480 Public Information and Services										
1480	Salaries	105,560	104,000	1,560	1.50%	111,636	102,940	103,108	1.0000	1.0000
1480-400-00-0000	Contractual Svc	18,000	18,000	-	0.00%	13,629	14,955	10,860	-	-
1480-490-00-0000	BOCES Svc	76,000	76,000	-	0.00%	70,776	42,081	55,486	-	-
1480-500-00-0000	Supplies	500	500	-	0.00%	-	119	194	-	-
1480 Function Subtotal		200,060	198,500	1,560	0.79%	196,041	160,095	169,648	1.0000	1.0000

Syosset Central School District

Budget Presentation Report Fiscal Year: 2025 Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
1620 Operation of Plant										
160 Noninstructional Salaries		6,306,758	6,255,082	51,676	0.83%	5,518,447	5,845,200	5,578,846	78,0000	78,0000
161 Noninstructional P/T Sal		160,000	135,000	25,000	18.52%	148,294	123,965	130,583	2,2500	2,2500
162 Noninstructional Overtime		717,000	717,000	-	0.00%	565,922	654,968	649,150	-	-
200 Equipment		50,000	63,000	-13,000	-20.63%	55,386	44,617	665,829	-	-
204 Equipment - Not Capitaliz		1,000	1,000	-	0.00%	-	501	-	-	-
400 Contractual Services		1,064,000	870,000	194,000	22.30%	599,712	431,517	873,432	-	-
420 Fuel Oil		45,000	60,000	-15,000	-25.00%	6,695	62,163	159,403	-	-
421 Electricity		1,832,500	2,000,500	-168,000	-8.40%	1,587,078	1,554,607	1,581,548	-	-
422 Water		50,800	50,800	-	0.00%	33,468	31,020	28,087	-	-
423 Natural Gas		690,000	570,000	120,000	21.05%	611,544	563,787	389,444	-	-
427 Telephone		30,000	60,000	-30,000	-50.00%	9,526	9,525	8,723	-	-
430 Repair		9,000	9,000	-	0.00%	7,606	14,335	6,109	-	-
450 Conf. Wkshps & Travel -PD		2,600	2,600	-	0.00%	1,775	530	185	-	-
490 BOCES Services		32,000	32,000	-	0.00%	22,917	22,048	21,181	-	-
500 Materials & Supplies		580,000	758,000	-178,000	-23.48%	428,180	341,074	1,917,139	-	-
502 Uniforms		40,000	40,000	-	0.00%	28,276	27,128	26,245	-	-
Subtotal of 1620 Operation of Plant		11,610,658	11,623,982	-13,324	-0.11%	9,624,826	9,726,985	12,035,904	80.2500	80.2500
1621 Maintenance of Plant										
160 Noninstructional Salaries		3,018,744	2,847,847	170,897	6.00%	2,816,964	2,423,428	2,339,840	34,0000	34,0000
161 Noninstructional P/T Sal		30,000	30,000	-	0.00%	5,423	7,801	6,711	-	-
162 Noninstructional Overtime		300,000	300,000	-	0.00%	233,651	253,279	257,828	-	-
200 Equipment		700,000	936,000	-236,000	-25.21%	700,732	552,865	734,028	-	-
400 Contractual Services		1,283,700	1,259,700	24,000	1.91%	1,743,114	1,120,093	839,759	-	-
424 Gasoline		110,750	110,800	-50	-0.05%	86,678	84,866	41,475	-	-
425 Haz Mat Disposal		20,000	30,000	-10,000	-33.33%	14,498	5,911	14,035	-	-
430 Repair		60,000	70,000	-10,000	-14.29%	27,771	26,012	24,375	-	-
500 Materials & Supplies		613,000	607,000	6,000	0.99%	491,138	441,552	559,962	-	-
Subtotal of 1621 Maintenance of Plant		6,136,194	6,191,347	-55,153	-0.89%	6,119,969	4,915,807	4,818,013	34.0000	34.0000
1631 Security										
160 Noninstructional Salaries		102,243	111,777	-9,534	-8.53%	108,110	162,044	207,327	1,2000	1,2000
161 Noninstructional P/T Sal		918,000	620,000	298,000	48.06%	614,709	524,151	463,228	19,0000	19,0000
162 Noninstructional Overtime		90,000	50,000	40,000	80.00%	51,214	26,938	1,979	-	-
200 Equipment		106,000	35,000	71,000	202.86%	30,555	13,201	6,563	-	-
428 Security Services		2,758,000	2,567,000	191,000	7.44%	2,238,451	2,097,473	1,963,810	-	-
490 BOCES Services		360,000	408,000	-48,000	-11.76%	405,073	387,362	1,121,074	-	-
500 Materials & Supplies		30,000	28,000	2,000	7.14%	53,424	28,262	18,375	-	-
502 Uniforms		6,200	5,900	300	5.08%	2,057	629	1,504	-	-
Subtotal of 1631 Security		4,370,443	3,825,677	544,766	14.24%	3,503,593	3,240,060	3,783,860	20.2000	20.2000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
1670 Central Printing & Mailing										
1670	Salaries	167,639	146,136	21,503	14.71%	140,284	135,646	132,706	1.8000	1.8000
1670-200-00-0000	Equipment	8,000	8,000	-	0.00%	-	1,902	706	-	-
1670-400-00-0000	Contractual Svc	20,000	20,000	-	0.00%	9,031	2,556	909	-	-
1670-430-00-0000	Repair	3,000	3,000	-	0.00%	190	2,192	1,561	-	-
1670-483-00-0000	Postage	55,000	55,000	-	0.00%	18,106	50,169	39,781	-	-
1670-490-00-0000	BOCES Svc	325,600	305,000	20,600	6.75%	145,281	256,768	273,936	-	-
1670-500-00-0000	Supplies	33,000	33,000	-	0.00%	40,952	22,609	25,819	-	-
1670 Function Subtotal		612,239	570,136	42,103	7.38%	353,844	471,842	475,418	1.8000	1.8000
1680 Central Data Processing										
1680	Salaries	449,232	429,671	19,561	4.55%	278,548	269,140	306,669	5.2000	5.2000
1680-201-00-0000	Computer Equip-Non-Aid	75,000	75,000	-	0.00%	12,228	4,810	5,886	-	-
1680-400-00-0000	Contractual Svc	100,000	100,000	-	0.00%	100,621	72,505	33,994	-	-
1680-432-00-0000	DW Software	30,000	30,000	-	0.00%	12,198	22,815	78,991	-	-
1680-490-00-0000	BOCES Svc	1,983,000	1,680,000	303,000	18.04%	1,680,735	2,025,680	2,336,292	-	-
1680-500-00-0000	Supplies	60,000	102,000	-42,000	-41.18%	47,983	74,808	57,828	-	-
1680 Function Subtotal		2,697,232	2,416,671	280,561	11.61%	2,132,313	2,469,758	2,819,660	5.2000	5.2000
1910 Unallocated Insurance										
1910-410-00-0000	Student Accident	71,770	62,406	9,364	15.00%	37,201	51,682	58,730	-	-
1910-411-00-0000	Risk Mgmt Ins Policies	1,611,325	1,401,150	210,175	15.00%	1,224,833	1,162,214	554,977	-	-
1910 Function Subtotal		1,683,095	1,463,556	219,539	15.00%	1,262,034	1,213,896	613,707	-	-
1981 BOCES Administrative Costs										
1981-490-00-0000	BOCES Svc	938,044	881,000	57,044	6.47%	811,843	824,805	807,187	-	-
1981 Function Subtotal		938,044	881,000	57,044	6.47%	811,843	824,805	807,187	-	-
1983 BOCES Capital Expenses										
1983-490-00-0000	BOCES Svc	240,297	231,827	8,470	3.65%	215,807	130,450	130,018	-	-
1983 Function Subtotal		240,297	231,827	8,470	3.65%	215,807	130,450	130,018	-	-
1989 Unclassified										
1989	Salaries	50,000	50,000	-	0.00%	-	-	-	-	-
1989 Function Subtotal		50,000	50,000	-	0.00%	-	-	-	-	-
2010 Curriculum Devel and Supprvsn										
2010	Salaries	3,056,822	3,107,559	-50,737	-1.63%	3,071,894	3,127,674	2,955,521	19.3000	20.3000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
2010 Curriculum Devel and Suprvsn										
2010-500-00-0000	Supplies	3,500	3,500	-	0.00%	1,215	1,165	1,681	-	-
2010 Function Subtotal		3,060,322	3,111,059	-50,737	-1.63%	3,073,109	3,128,839	2,957,202	19,3000	20,3000
2020 Supervision-Regular School										
2020	Salaries	6,974,137	6,830,585	143,552	2.10%	6,575,231	6,317,080	6,107,487	81,0000	80,0000
2020-400-00-0000	Contractual Services	20,000	20,000	-	0.00%	10,731	13,467	5,664	-	-
2020-450-00-0000	Conf, Wkshps & Travel	30,000	35,000	-5,000	-14.29%	16,142	13,012	4,140	-	-
2020-453-00-0000	Mileage Reimbursement	7,100	10,100	-3,000	-29.70%	4,678	4,405	890	-	-
2020-484-00-0000	Memberships & Dues	13,000	10,000	3,000	30.00%	8,578	7,555	8,637	-	-
2020-506-00-0000	Subscriptions	2,000	2,000	-	0.00%	1,611	429	-	-	-
2020 Function Subtotal		7,046,237	6,907,685	138,552	2.01%	6,616,971	6,355,948	6,126,818	81,0000	80,0000
2070 Inservice Training-Instruction										
2070	Salaries	5,000	5,000	-	0.00%	-	14,609	-	-	-
2070-400-00-0000	Contractual Svc	6,000	6,000	-	0.00%	-	-	-	-	-
2070-450-00-0000	Conf, Wkshp & Travel-IPD	6,000	6,000	-	0.00%	1,050	6,035	-	-	-
2070-490-00-0000	BOCES Svc	236,000	266,000	-30,000	-11.28%	417,264	403,442	368,620	-	-
2070-490-00-5895	BOCES Services	-	-	-	0.00%	-	17,802	14,394	-	-
2070-506-00-0000	Subscriptions	-	-	-	0.00%	-	118	-	-	-
2070 Function Subtotal		253,000	283,000	-30,000	-10.60%	418,314	442,006	383,014	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
2110 Teaching-Regular School										
110 Teacher Salaries, K-3		12,145,357	12,105,088	40,269	0.33%	12,382,386	12,033,020	10,580,418	86,0000	86,0000
120 Teacher Salaries, 4-6		9,708,783	9,165,910	542,873	5.92%	9,250,326	9,028,269	8,854,983	70,0000	70,0000
125 Tutors		1,849,700	1,893,148	-43,448	-2.30%	1,631,955	1,190,256	153,590	50,0000	50,0000
130 Teacher Salaries 7-12		44,085,122	42,224,072	1,861,050	4.41%	40,884,075	39,004,850	37,474,527	316,2000	316,2000
140 Substitutes		2,602,000	2,602,000	-	0.00%	2,377,578	2,440,930	5,119,995	60,0000	60,0000
141 Increments		200,000	200,000	-	0.00%	-	-	-	-	-
142 Contingency		260,000	260,000	-	0.00%	-	-	-	-	-
150 Instructional Salaries		250,000	250,000	-	0.00%	99,984	174,439	23,725	-	-
151 Elementary Salaries		11,449,707	11,431,765	17,942	0.16%	11,013,906	10,590,937	10,239,039	71,7330	71,7330
160 Noninstructional Salaries		461,485	550,641	-89,156	-16.19%	604,300	607,692	558,122	6,0000	6,0000
161 Noninstructional P/T Sal		-	-	-	0.00%	-	-	5,799	-	-
162 Noninstructional Overtime		20,000	20,000	-	0.00%	23,259	13,490	18,866	-	-
180 Monitors		1,455,000	1,427,200	27,800	1.95%	1,284,665	1,310,686	1,247,509	56,0000	56,0000
200 Equipment		184,000	184,000	-	0.00%	167,753	161,420	179,568	-	-
204 Equipment - Not Capitaliz		30,000	30,000	-	0.00%	-	21,450	-	-	-
400 Contractual Services		64,950	84,950	-20,000	-23.54%	76,062	54,719	45,817	-	-
430 Repair		39,778	39,778	-	0.00%	31,333	34,141	5,133	-	-
450 Conf, Wkshps & Travel -PD		40,000	39,000	1,000	2.56%	22,913	10,840	7,469	-	-
451 Chaperone Travel		12,400	5,000	7,400	148.00%	8,232	-	-	-	-
452 Student Travel & Registra		45,000	33,000	12,000	36.36%	27,485	9,207	8,595	-	-
453 Mileage Reimbursement		14,500	14,500	-	0.00%	6,217	3,186	2,110	-	-
470 Tuition		-	-	-	0.00%	-	4,694	-	-	-
471 Tuition-NYS Public Sch		511,556	613,225	-101,669	-16.58%	4,326	-	-	-	-
480 Textbooks & Journals		45,000	50,000	-5,000	-10.00%	206,439	391,608	418,222	-	-
481 Non Public Textbooks		29,190	29,190	-	0.00%	30,729	32,817	32,746	-	-
484 Memberships and Dues		36,000	35,000	1,000	2.86%	4,824	4,609	7,343	-	-
487 Commencement		648,000	612,000	36,000	5.88%	34,452	32,009	34,792	-	-
490 BOCES Services		1,239,750	1,306,521	-66,771	-5.11%	602,644	597,641	325,369	-	-
500 Materials & Supplies		1,000	1,000	-	0.00%	730,832	750,321	856,069	-	-
501 Petty Cash		3,800	3,800	-	0.00%	867	590	606	-	-
506 Subscriptions		30,000	30,000	-	0.00%	1,180	670	475	-	-
509 Sheet Music		132,000	155,000	-23,000	-14.84%	26,176	22,325	4,490	-	-
510 Testing Supplies		3,800	3,800	-	0.00%	75,083	52,572	40,947	-	-
560 CPR, Lifeguarding		-	-	-	0.00%	-1,896	1,127	23	-	-
Subtotal of 2110 Teaching-Regular School		87,597,878	85,399,588	2,198,290	2.57%	81,608,085	78,580,515	76,246,347	715,9330	715,9330

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
2250 Prg For Sdnts w/Disabil-Med Eligble										
100 Administrator Salaries		201,106	194,702	6,404	3.29%	196,621	193,715	194,254	1,000	1,000
101 Principals		394,322	382,618	11,704	3.06%	380,445	374,330	396,661	2,000	2,000
125 Tutors		1,510,700	1,502,020	8,680	0.58%	1,294,115	1,103,530	1,000,714	40,000	40,000
126 Teaching Assistants		2,020,082	2,147,712	-127,630	-5.94%	2,167,309	2,631,354	3,061,068	36,000	36,000
127 TA Subs		62,204	-	62,204	**** **%	-	-	-	-	-
130 Teacher Salaries 7-12		8,597,676	8,602,174	-4,498	-0.05%	8,378,748	8,161,633	7,635,111	62,000	62,000
150 Instructional Salaries		20,000	20,000	-	0.00%	2,579	14,006	2,319	-	-
151 Elementary Salaries		6,601,502	6,418,840	182,662	2.85%	5,908,114	5,771,010	5,821,042	50,000	48,000
165 Therapists		1,365,065	1,313,259	51,806	3.94%	1,232,117	1,157,045	1,102,842	11,600	11,600
175 200 Day Salaries		3,389,636	2,964,385	425,251	14.35%	2,686,077	2,143,094	1,829,875	75,000	75,000
180 Monitors		-	50,000	-50,000	-100.00%	60,005	72,907	24,785	-	-
200 Equipment		20,000	20,000	-	0.00%	-	-	1,791	-	-
400 Contractual Services		975,000	975,000	-	0.00%	816,683	863,670	644,413	-	-
406 DOL/DOR Services		160,000	160,000	-	0.00%	107,981	95,360	123,818	-	-
408 Nursing Services		350,000	270,000	80,000	29.63%	356,679	269,764	205,171	-	-
448 Evaluations		20,000	20,000	-	0.00%	20,560	13,823	7,860	-	-
449 Contingency		450,000	450,000	-	0.00%	-	-	-	-	-
470 Tuition		-	-	-	0.00%	-	2,324,717	2,010,286	-	-
471 Tuition-NYS Public Sch		120,000	160,000	-40,000	-25.00%	120,375	-	-	-	-
472 Tuition-All Other		2,224,000	2,453,000	-229,000	-9.34%	2,190,633	-	-	-	-
490 BOCES Services		3,705,025	3,802,500	-97,475	-2.56%	3,403,949	3,624,791	3,373,048	-	-
500 Materials & Supplies		80,000	80,000	-	0.00%	58,496	65,646	63,062	-	-
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Eligble		32,266,318	31,986,210	280,108	0.88%	29,381,486	28,880,395	27,498,120	277,600	275,600

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
2280 Occupational Education(Grades 9-12)										
490 BOCES Services		590,000	590,000	-	0.00%	555,930	435,857	423,543	-	-
Subtotal of 2280 Occupational Education(Grades 9-12)		590,000	590,000	-	0.00%	555,930	435,857	423,543	-	-
2310 Continuing Education										
100 Administrator Salaries		13,141	13,141	-	0.00%	13,606	6,702	13,174	-	-
150 Instructional Salaries		51,000	45,822	5,178	11.30%	52,705	31,012	8,352	-	-
160 Noninstructional Salaries		43,183	41,389	1,794	4.33%	39,738	44,872	36,513	1.0000	1.0000
161 Noninstructional P/T Sal		3,200	3,200	-	0.00%	8,251	7,037	-	-	-
162 Noninstructional Overtime		2,500	8,000	-5,500	-68.75%	2,182	5,387	-	-	-
400 Contractual Services		5,200	5,200	-	0.00%	6,762	4,974	4,554	-	-
500 Materials & Supplies		2,000	2,000	-	0.00%	1,897	854	-	-	-
Subtotal of 2310 Continuing Education		120,224	118,752	1,472	1.24%	125,141	100,838	62,593	1.0000	1.0000
2320 Summer School										
101 Principals		6,547	6,547	-	0.00%	16,450	18,176	7,908	-	-
110 Teacher Salaries, K-3		105,000	105,000	-	0.00%	134,909	102,913	61,179	-	-
111 Teacher Salaries, 4-6		105,000	105,000	-	0.00%	164,654	102,913	73,888	-	-
125 Tutors		-	44,550	-44,550	-100.00%	95,649	43,869	16,436	-	-
126 Teaching Assistants		15,500	38,650	-23,150	-59.90%	47,739	38,158	23,492	-	-
130 Teacher Salaries 7-12		132,000	106,773	25,227	23.63%	216,409	128,786	119,905	-	-
151 Elementary Salaries		15,225	55,850	-40,625	-72.74%	19,072	54,741	44,022	-	-
160 Noninstructional Salaries		23,100	45,000	-21,900	-48.67%	73,225	43,544	33,896	-	-
162 Noninstructional Overtime		1,000	-	1,000	**** **%	979	2,024	507	-	-
500 Materials & Supplies		15,000	20,000	-5,000	-25.00%	28,997	16,870	11,141	-	-
Subtotal of 2320 Summer School		418,372	527,370	-108,998	-20.67%	798,083	551,994	392,374	-	-
2610 School Library & AV										
121 Librarians		925,572	893,940	31,632	3.54%	864,777	823,376	755,305	7.0000	7.0000
131 Librarians Secondary		735,575	715,384	20,191	2.82%	673,456	707,282	646,542	5.0000	5.0000
160 Noninstructional Salaries		824,249	800,864	23,385	2.92%	748,076	711,869	697,680	13.0000	13.0000
162 Noninstructional Overtime		65,000	60,000	5,000	8.33%	48,640	52,242	27,769	-	-
175 200 Day Salaries		135,000	48,000	87,000	181.25%	35,380	37,324	36,323	-	-
490 BOCES Services		182,000	182,000	-	0.00%	172,989	156,101	139,566	2.5000	2.5000
500 Materials & Supplies		21,501	21,501	-	0.00%	9,030	23,602	12,937	-	-
504 Periodicals		13,283	13,283	-	0.00%	5,462	6,132	8,296	-	-
505 Library Books		68,083	65,807	2,276	3.46%	44,351	61,136	54,040	-	-
508 Classroom Libraries		68,215	78,350	-10,135	-12.94%	22,491	69,766	33,496	-	-
520 Audio Visual Supplies		19,779	20,504	-725	-3.54%	5,443	14,147	13,624	-	-
Subtotal of 2610 School Library & AV		3,058,257	2,899,633	158,624	5.47%	2,630,095	2,662,977	2,425,578	27.5000	27.5000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
2630 Computer Assisted Instruction										
150 Instructional Salaries		297,701	286,247	11,454	4.00%	279,422	271,435	262,958	2.0000	2.0000
200 Equipment		40,000	40,000	-	0.00%	21,467	52,478	64,026	-	-
400 Contractual Services		10,000	10,000	-	0.00%	5,938	1,434	42,217	-	-
430 Repair		-	-	-	0.00%	-	-	653	-	-
460 Software		266,400	266,400	-	0.00%	225,871	222,978	204,035	-	-
490 BOCES Services		3,873,200	3,834,000	39,200	1.02%	2,304,680	2,039,141	3,316,139	-	-
500 Materials & Supplies		300,000	300,000	-	0.00%	188,542	190,437	407,723	-	-
Subtotal of 2630 Computer Assisted Instruction		4,787,301	4,735,647	50,654	1.07%	3,025,920	2,777,903	4,297,751	2.0000	2.0000
2805 Attendance-Regular School										
160 Noninstructional Salaries		231,855	252,054	-20,199	-8.01%	244,786	278,407	223,684	4.0000	4.0000
161 Noninstructional P/T Sal		26,258	25,000	1,258	5.03%	-	4,008	12,246	0.7143	0.7143
162 Noninstructional Overtime		4,000	4,000	-	0.00%	1,959	13,415	16,924	-	-
490 BOCES Services		2,000	2,000	-	0.00%	-	-	4,000	-	-
Subtotal of 2805 Attendance-Regular School		264,113	283,054	-18,941	-6.69%	246,745	295,830	256,854	4.7143	4.7143
2810 Guidance-Regular School										
130 Teacher Salaries 7-12		3,289,410	2,928,576	360,834	12.32%	2,841,949	2,617,715	2,661,312	21.0000	21.0000
160 Noninstructional Salaries		465,022	508,316	-43,294	-8.52%	441,240	389,574	352,034	7.0000	7.0000
162 Noninstructional Overtime		3,800	3,800	-	0.00%	2,259	2,379	1,649	-	-
400 Contractual Services		1,000	1,000	-	0.00%	-	-	-	-	-
490 BOCES Services		29,270	29,270	-	0.00%	28,272	26,962	21,007	-	-
500 Materials & Supplies		11,600	9,600	2,000	20.83%	9,438	10,180	4,082	-	-
Subtotal of 2810 Guidance-Regular School		3,800,102	3,480,562	319,540	9.18%	3,323,158	3,046,810	3,040,084	28.0000	28.0000
2815 Health Svcs-Regular School										
160 Noninstructional Salaries		1,565,179	1,463,587	101,592	6.94%	1,368,503	1,195,328	1,195,314	21.0000	21.0000
161 Noninstructional P/T Sal		1,000	1,000	-	0.00%	600	1,369	-	-	-
162 Noninstructional Overtime		27,290	27,290	-	0.00%	36,699	61,302	31,313	-	-
200 Equipment		3,500	3,500	-	0.00%	-	-	-	-	-
400 Contractual Services		300,000	300,000	-	0.00%	239,276	306,124	701,143	-	-
446 Fees Other Districts		100,000	100,000	-	0.00%	75,867	64,179	71,849	-	-
448 Evaluations		55,000	55,000	-	0.00%	53,045	53,045	51,502	-	-
490 BOCES Services		86,320	83,000	3,320	4.00%	70,008	76,785	72,000	-	-
500 Materials & Supplies		80,600	125,000	-44,400	-35.52%	72,587	64,286	85,266	-	-
501 Petty Cash		650	650	-	0.00%	282	229	154	-	-
Subtotal of 2815 Health Svcs-Regular School		2,219,539	2,159,027	60,512	2.80%	1,916,867	1,822,647	2,208,541	21.0000	21.0000
2820 Psychological Svcs-Reg Schl										
112 Teacher Salaries		-	-	-	0.00%	-	153,875	148,260	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
2820 Psychological Svcs-Reg Schl										
130 Teacher Salaries 7-12		1,048,577	950,594	97,983	10.31%	769,190	770,381	811,870	7.5000	7.5000
151 Elementary Salaries		1,080,216	1,102,396	-22,180	-2.01%	955,344	1,057,684	1,029,037	7.0000	7.0000
160 Noninstructional Salaries		485,993	500,096	-14,103	-2.82%	474,342	429,700	438,330	7.2143	7.2143
162 Noninstructional Overtime		6,200	6,200	-	0.00%	5,089	75	-	-	-
400 Contractual Services		140,000	140,000	-	0.00%	78,563	86,408	108,100	-	-
500 Materials & Supplies		1,500	1,500	-	0.00%	-	-	-102	-	-
Subtotal of 2820 Psychological Svcs-Reg Schl		2,762,486	2,700,786	61,700	2.28%	2,282,528	2,498,123	2,535,495	21.7143	21.7143
2825 Social Work Svcs-Regular School										
150 Instructional Salaries		581,350	567,488	13,862	2.44%	371,881	282,113	222,789	5.0000	5.0000
Subtotal of 2825 Social Work Svcs-Regular School		581,350	567,488	13,862	2.44%	371,881	282,113	222,789	5.0000	5.0000
2850 Co-Curricular Activ-Reg Schl										
130 Teacher Salaries 7-12		1,610,644	1,322,300	288,344	21.81%	1,339,045	1,145,898	895,413	-	-
150 Instructional Salaries		-	-	-	0.00%	-	-	5,033	-	-
151 Elementary Salaries		194,440	171,300	23,140	13.51%	152,431	66,723	31,682	-	-
160 Noninstructional Salaries		180,535	180,609	-74	-0.04%	146,670	125,098	100,933	1.0000	1.0000
451 Chaperone Travel		239,500	205,500	34,000	16.55%	194,238	44,160	-	-	-
452 Student Travel & Registra		250,500	161,500	89,000	55.11%	169,027	107,358	53,839	-	-
484 Memberships and Dues		42,000	42,000	-	0.00%	24,999	15,867	12,321	-	-
500 Materials & Supplies		39,530	37,830	1,700	4.49%	13,152	7,766	3,432	-	-
503 Student Newspaper		3,250	3,250	-	0.00%	755	725	650	-	-
Subtotal of 2850 Co-Curricular Activ-Reg Schl		2,560,399	2,124,289	436,110	20.53%	2,040,317	1,513,595	1,103,303	1.0000	1.0000
2855 Interscholastic Athletics-Reg Schl										
150 Instructional Salaries		1,974,303	1,792,000	182,303	10.17%	1,696,736	1,522,145	1,156,979	-	-
160 Noninstructional Salaries		475,407	488,898	-13,491	-2.76%	386,838	379,698	250,874	4.0000	4.0000
162 Noninstructional Overtime		6,000	6,000	-	0.00%	4,437	15,582	5,726	-	-
200 Equipment		34,000	66,300	-32,300	-48.72%	24,524	24,789	115,375	-	-
400 Contractual Services		125,000	125,000	-	0.00%	110,241	102,120	48,100	-	-
430 Repair		60,000	60,000	-	0.00%	17,802	26,757	8,285	-	-
450 Conf, Wkshps & Travel -PD		1,000	1,000	-	0.00%	-	220	398	-	-
451 Chaperone Travel		55,000	55,000	-	0.00%	34,110	17,465	-	-	-
452 Student Travel & Registra		75,000	75,000	-	0.00%	60,291	56,510	20,385	-	-
453 Mileage Reimbursement		350	350	-	0.00%	-	-	140	-	-
484 Memberships and Dues		40,000	40,000	-	0.00%	22,251	21,834	3,881	-	-
490 BOCES Services		142,000	135,200	6,800	5.03%	124,240	117,976	76,898	-	-
500 Materials & Supplies		280,000	280,000	-	0.00%	234,453	210,748	136,025	-	-
Subtotal of 2855 Interscholastic Athletics-Reg Schl		3,268,060	3,124,748	143,312	4.59%	2,715,923	2,495,844	1,823,066	4.0000	4.0000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change	2022-2023 Actual Expenditure	2021-22 Expenses	2020-21 Expense	2024-2025 Proposed FTE	2023-2024 Current Year FTE
5510 District Transportation Services										
160 Noninstructional Salaries		324,292	320,070	4,222	1.32%	239,887	200,860	197,406	4.0000	4.0000
161 Noninstructional P/T Sal		-	-	-	0.00%	58,909	48,322	47,127	-	-
162 Noninstructional Overtime		1,400	1,400	-	0.00%	4,939	2,002	1,783	-	-
490 BOCES Services		-	-	-	0.00%	-	1,222	-	-	-
500 Materials & Supplies		850	850	-	0.00%	589	266	787	-	-
Subtotal of 5510 District Transportation Services		326,542	322,320	4,222	1.31%	304,324	252,672	247,103	4.0000	4.0000
5540 Contract Transportation-Med Eligible										
400 Contractual Services		11,535,600	11,535,600	-	0.00%	10,773,456	9,496,294	9,395,973	-	-
424 Gasoline		400,000	400,000	-	0.00%	361,598	346,500	163,721	-	-
454 Field Trips		173,000	300,000	-127,000	-42.33%	121,749	56,997	-	-	-
455 Athletic Trips		700,000	818,000	-118,000	-14.43%	601,771	434,679	318,438	-	-
458 Field Trips - Acadmic Com		421,000	120,000	301,000	250.83%	298,153	58,902	-	-	-
459 Field Trips - Music		55,000	55,000	-	0.00%	41,443	7,324	-	-	-
460 Software		20,000	20,000	-	0.00%	11,825	10,675	30,425	-	-
Subtotal of 5540 Contract Transportation-Med Eligible		13,304,600	13,248,600	56,000	0.42%	12,209,995	10,411,371	9,908,557	-	-
7140 Recreation										
150 Instructional Salaries		232,205	246,127	-13,922	-5.66%	97,745	134,817	61,252	-	-
160 Noninstructional Salaries		40,000	40,000	-	0.00%	130,254	65,439	673	-	-
500 Materials & Supplies		11,000	11,000	-	0.00%	-	-	-	-	-
Subtotal of 7140 Recreation		283,205	297,127	-13,922	-4.69%	227,999	200,256	61,925	-	-
8070 Census										
490 BOCES Services		21,131	21,131	-	0.00%	21,131	14,697	14,763	-	-
Subtotal of 8070 Census		21,131	21,131	-	0.00%	21,131	14,697	14,763	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2025

Fund: A General Fund

Budget Account	Description	2024-2025		2023-2024		Dollar Change	Percent Change	2022-2023		2021-22 Expenses	2020-21 Expense
		Proposed Budget	Adopted Budget	Adopted Budget	Actual Expenditure						
9010 State Retirement		3,992,855	3,215,023		777,832	24.19%	2,673,223	3,170,744	3,079,971		
9020 Teachers' Retirement		12,961,115	12,421,680		539,435	4.34%	11,791,849	10,779,735	10,092,886		
9030 Social Security		11,882,141	11,230,134		652,007	5.81%	10,306,890	9,954,463	9,473,638		
9040 Workers' Compensation		900,000	900,000		-	0.00%	924,046	1,086,930	729,005		
9045 Life Insurance		230,000	230,000		-	0.00%	224,314	203,921	202,854		
9050 Unemployment Insurance		50,000	50,000		-	0.00%	19,422	14,904	3,300		
9055 Disability Insurance		160,000	160,000		-	0.00%	132,604	88,068	73,878		
9060 Hospital, Medical, Dental Insurance		43,584,259	39,305,569		4,278,690	10.89%	34,032,914	30,215,590	28,525,503		
9065 Dental		930,000	930,000		-	0.00%	831,503	775,054	809,772		
9070 Union Welfare Benefits		225,000	225,000		-	0.00%	225,000	225,000	225,000		
9089 Other		299,300	299,300		-	0.00%	606,468	208,508	252,723		
Total General Fund		75,214,670	68,966,706		6,247,964	9.06%	61,768,233	56,722,917	53,468,530		

Equipment Allocations:

1620 Custodial Operations	\$ 51,000	for custodial equipment including floor scrubbers
1621 Maintenance Operations	\$ 700,000	for maintenance equipment including LED light towers, pool bleachers, replacement vehicles, library and classroom furniture and casework, and replacement storage containers
1631 Security Operations	\$ 106,000	for security equipment including vehicle, locksets, walkie-talkies
1670 Central Printing	\$ 8,000	for mailing office replacement equipment
1680 Central Data Processing	\$ 75,000	for technology equipment
2110 General Education Programs	\$ 214,000	for instructional program equipment
2250 Special Education Programs	\$ 20,000	for instructional program equipment
2630 Computer Assisted Instruction	\$ 40,000	for instructional technology equipment
2815 Health Services	\$ 3,500	for health service equipment
2855 Interscholastic Athletics	\$ 34,000	for athletic equipment including soccer and lacrosse goals, protective netting and backboards
Total Equipment	\$ 1,251,500	

The \$4,325,000 Transfer to Capital Fund includes allocations for electric service/distribution replacement at the HS and HBT, office conversion to classroom space at South Woods, district-wide roofing and masonry, flooring and paving and electrical upgrades.

Syosset Central School District
'State Category (3-Part Budget) Report'

Fiscal Year: 2025

State Function	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change
Administration					
1010	Board Of Education	46,700.00	46,700.00	-	-
1040	District Clerk	102,500.00	101,146.00	1,354.00	1.34
1060	District Meeting	60,000.00	37,500.00	22,500.00	60.00
1240	Chief School Administrator	375,414.00	370,950.00	4,464.00	1.20
1310	Business Administration	603,440.00	595,439.00	8,001.00	1.34
1320	Auditing	118,700.00	119,470.00	-770.00	-0.64
1345	Purchasing	639,996.00	590,518.00	49,478.00	8.38
1380	Fiscal Agent Fee	7,000.00	7,000.00	-	-
1420	Legal	422,600.00	422,600.00	-	-
1430	Personnel	969,301.00	756,998.00	212,303.00	28.05
1480	Public Information and Services	200,060.00	198,500.00	1,560.00	0.79
1670	Central Printing & Mailing	612,239.00	570,136.00	42,103.00	7.38
1680	Central Data Processing	2,697,232.00	2,416,671.00	280,561.00	11.61
1910	Unallocated Insurance	1,683,095.00	1,463,556.00	219,539.00	15.00
1981	BOCES Administrative Costs	938,044.00	881,000.00	57,044.00	6.47
1983	BOCES Capital Expenses	240,297.00	231,827.00	8,470.00	3.65
1989	Unclassified	50,000.00	50,000.00	-	-
2010	Curriculum Devel and Suprvsn	3,060,322.00	3,111,059.00	-50,737.00	-1.63
2020	Supervision-Regular School	7,046,237.00	6,907,685.00	138,552.00	2.01
2070	Inservice Training-Instruction	253,000.00	283,000.00	-30,000.00	-10.60
9000	Employee Benefits	7,011,572.00	6,438,040.00	573,532.00	8.91
Total Administration		27,137,749.00	25,599,795.00	1,537,954.00	6.01%
Capital					
1620	Operation of Plant	15,981,101.00	15,449,659.00	531,442.00	3.44
1621	Maintenance of Plant	6,136,194.00	6,191,347.00	-55,153.00	-0.89
1930	Judgments and Claims	-	-	-	-
9000	Employee Benefits	6,757,845.00	6,121,281.00	636,564.00	10.40
9760	Tax Anticipation Notes	1,024,306.00	1,133,417.00	-109,111.00	-9.63
9901	Transfer to Debt Service Fund	4,377,225.00	4,417,444.00	-40,219.00	-0.91
9950	Transfer to Capital Fund	4,325,000.00	4,325,000.00	-	-
Total Capital		38,601,671.00	37,638,148.00	963,523.00	2.56%
Program					
2070	Inservice Training-Instruction	-	-	-	-
2110	Teaching-Regular School	87,597,878.00	85,399,588.00	2,198,290.00	2.57
2250	Prg For Sdnts w/Disabil-Med Elgble	32,266,318.00	31,986,210.00	280,108.00	0.88
2280	Occupational Education(Grades 9-12)	590,000.00	590,000.00	-	-
2330	Teaching-Special Schools	538,596.00	646,122.00	-107,526.00	-16.64
2610	School Library & AV	3,058,257.00	2,899,633.00	158,624.00	5.47
2630	Computer Assisted Instruction	4,787,301.00	4,736,647.00	50,654.00	1.07
2805	Attendance-Regular School	264,113.00	283,054.00	-18,941.00	-6.69
2810	Guidance-Regular School	3,800,102.00	3,480,562.00	319,540.00	9.18
2815	Health Svcs-Regular School	2,219,539.00	2,159,027.00	60,512.00	2.80
2820	Psychological Svcs-Reg Schl	2,762,486.00	2,700,786.00	61,700.00	2.28
2825	Social Work Svcs-Regular School	581,350.00	567,488.00	13,862.00	2.44
2850	Co-Curricular Activ-Reg Schl	2,560,399.00	2,124,289.00	436,110.00	20.53
2855	Interscholastic Athletics-Reg Schl	3,268,060.00	3,124,748.00	143,312.00	4.59
5510	District Transport Svcs-Med Elgble	326,542.00	322,320.00	4,222.00	1.31
5540	Contract Transportation-Med Elgble	13,304,600.00	13,248,600.00	56,000.00	0.42
7140	Recreation	283,205.00	297,127.00	-13,922.00	-4.69
8070	Census	21,131.00	21,131.00	-	-
9000	Employee Benefits	61,445,253.00	56,407,385.00	5,037,868.00	8.93
9901	Transfer to Special Aid Fund	330,000.00	330,000.00	-	-
Total Program		220,005,130.00	211,324,717.00	8,680,413.00	4.10%
Report Totals		285,744,550.00	274,562,660.00	11,181,890.00	4.07%

2024-25 DRAFT REVENUE ESTIMATE

	BUDGET	PROPOSED BUDGET
<i>STATE AID</i>	<u>2023-24</u>	<u>2024-25</u>
FOUNDATION AID	23,031,482	23,012,357
EXCESS COST AID/PUBLIC	325,953	359,073
EXCESS COST AID/PRIVATE	436,778	587,576
BOCES AID	3,960,587	4,553,624
TRANSPORTATION AID	3,338,726	3,402,675
BUILDING AID*	1,634,750	1,529,291
HARDWARE & TECHNOLOGY	57,165	51,037
TEXTBOOK/SOFTWARE/LIBRARY AIDS	574,802	581,190
HIGH TAX AID	697,595	697,595
<i>*Adj. for Potential Additional Building Aid</i>		
NET STATE AID	34,057,838	34,774,418
 <i>LOCAL REVENUE</i>	 BUDGET	 PROPOSED BUDGET
	<u>2023-24</u>	<u>2024-25</u>
Charges for Services		
ADULT ED TUITION	82,550	82,550
TUITION - SPECIAL ED PROGRAMS & SUMMER	2,300	112,335
POOL & REC	183,000	211,000
DOL/DOR SERVICES	220,000	220,000
HEALTH SERVICES	425,000	425,000
 Use of Money & Property		
INTEREST ON INVESTMENTS	1,000,000	2,507,500
RENTAL OF BUILDINGS	2,000	53,333
 Unclassified Revenue	 1,196,053	 1,124,893
 Other Local Revenue	 3,110,903	 4,736,611
 PAYMENT IN LIEU OF TAXES (PILOTS)	 9,711,431	 9,619,694
	12,822,334	14,356,305
 Use of Reserve		
RESTRICTED RESERVES	5,885,023	7,202,290
APPROPRIATED FUND BALANCE	2,225,000	2,900,000
Total Use of Reserves and Approp. Fund Balance	8,110,023	10,102,290
 Total Local Revenue & Reserves	 20,932,357	 24,458,595
 GENERAL FUND TAX LEVY	 219,572,465	 226,511,537
 TOTAL REVENUE	 274,562,660	 285,744,550

DISTRITO ESCOLAR CENTRAL DE SYOSSET

PRESUPUESTO PROPUESTO 2024-2025

**Documento de trabajo sobre el
anteproyecto del presupuesto**

Distrito Escolar Central de Syosset

Informe de Presentación de Presupuesto

Año Fiscal: 2025

Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto 2024-2025	Presupuesto aprobado para 2023-2024	Cambio de dólar	Cambio porcentual
1010	Junta de Educación	46,700	46,700		0.00%
1040	Secretario de Distrito	102,500	101,146	1,354	1.34%
1060	Reunión de Distrito	60,000	37,500	22,500	60.00%
1240	Administrador Jefe de la Escuela	375,414	370,950	4,464	1.20%
1310	Administración de Empresas	603,440	595,439	8,001	1.34%
1320	Auditoría	118,700	119,470	-770	-0.64%
1345	Compras	639,996	590,518	49,478	8.38%
1380	Tarifa del Agente Fiscal	7,000	7,000		0.00%
1420	Legal	422,600	422,600		0.00%
1430	Personal	969,301	756,998	212,303	28.05%
1480	Información y Servicios Públicos	200,060	198,500	1,560	0.79%
1620	Operación de la planta	11,610,658	11,623,982	-13,324	-0.11%
1621	Mantenimiento de la planta	6,136,194	6,191,347	-55,153	-0.89%
1631	Seguridad	4,370,443	3,825,677	544,766	14.24%
1670	Central Printing & Mailing	612,239	570,136	42,103	7.38%
1680	Procesamiento central de datos	2,697,232	2,416,671	280,561	11.61%
1910	Seguro no asignado	1,683,095	1,463,556	219,539	15.00%
1981	Costos administrativos del BOCES	938,044	881,000	57,044	6.47%
1983	BOCES Gastos de Capital	240,297	231,827	8,470	3.65%
1989	Sin clasificar	50,000	50,000		0.00%
2010	Desarrollo y Adaptación del Plan de Estudios	3,060,322	3,111,059	-50,737	-1.63%
2020	Supervisión-Escuela Regular	7,046,237	6,907,685	138,552	2.01%
2070	Capacitación-Instrucción en el Servicio	253,000	283,000	-30,000	-10.60%
2110	Enseñanza-Escuela Regular	87,597,878	85,399,588	2,198,290	2.57%
2250	Prg Para Sdnts con Disabil-Med Elgble	32,266,318	31,986,210	280,108	0.88%
2280	Educación Ocupacional (Grados 9-12)	590,000	590,000		0.00%
2310	Educación Continua	120,224	118,752	1,472	1.24%
2320	Escuela de Verano	418,372	527,370	-108,998	-20.67%
2610	Biblioteca Escolar y AV	3,058,257	2,899,633	158,624	5.47%
2630	Instrucción Asistida por Computadora	4,787,301	4,736,647	50,654	1.07%
2805	Asistencia-Escuela Regular	264,113	283,054	-18,941	-6.69%
2810	Orientación-Escuela Regular	3,800,102	3,480,562	319,540	9.18%
2815	Salud Srvc-Escuela Regular	2,219,539	2,159,027	60,512	2.80%
2820	Srvc-Reg Schl Psicológico	2,762,486	2,700,786	61,700	2.28%
2825	Trabajo Social Srvc-Escuela Regular	581,350	567,488	13,862	2.44%
2850	Co-Curricular Activ-Reg Schl	2,560,399	2,124,289	436,110	20.53%
2855	Atletismo Interescolar-Reg Schl	3,268,060	3,124,748	143,312	4.59%
5510	Servicios de Transporte del Distrito	326,542	322,320	4,222	1.31%
5540	Transporte por contrato-Med Elgble	13,304,600	13,248,600	56,000	0.42%
7140	Recreación	283,205	297,127	-13,922	-4.69%
8070	Censo	21,131	21,131		0.00%
9010	Jubilación Estatal	3,992,855	3,215,023	777,832	24.19%
9020	Jubilación de Maestros	12,961,115	12,421,680	539,435	4.34%
9030	Seguridad Social	11,882,141	11,230,134	652,007	5.81%
9040	Compensación para Trabajadores	900,000	900,000		0.00%
9045	Seguro de Vida	230,000	230,000		0.00%
9050	Seguro de Desempleo	50,000	50,000		0.00%
9055	Seguro de Incapacidad	160,000	160,000		0.00%

Distrito Escolar Central de Syosset

Informe de Presentación de Presupuesto

Año Fiscal: 2025

Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto 2024-2025	Presupuesto aprobado para 2023-2024	Cambio de dólar	Cambio porcentual
9060	Seguro Hospitalario, Médico, Dental	43,584,259	39,305,569	4,278,690	10.89%
9065	Odontología	930,000	930,000		0.00%
9070	Beneficios de Bienestar Sindical	225,000	225,000		0.00%
9089	Los demás	299,300	299,300		0.00%
9760	Notas de Anticipación de Impuestos	1,024,306	1,133,417	-109,111	-9.63%
9901	Transferencia a otros fondos	4,707,225	4,747,444	-40,219	-0.85%
9950	Transferencia al Fondo de Capital	4,325,000	4,325,000		0.00%
Fondo General Total		285,744,550	274,562,660	11,181,890	4.07%

Distrito Escolar Central de Syosset
Informe de Presentación de Presupuesto
Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto 2025	Presupuesto aprobado para 2023-2024	Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	Gastos 2021-22	2020-21 Gasto	2024-2025 ETC presupuesto	2023-2024 FTE del año en curso
1010	Junta de Educación									
1010-400-00-0000	Servicios contractuales	3,300	3,300		0.00%	3,250	3,250	3,250		
1010-450-00-0000	Conf, Wkshp y Travel-PD	14,000	14,000	-	0.00%	17,381	7,340	3,520	-	-
1010-484-00-0000	Membresías y cuotas	25,500	25,500	-	0.00%	29,796	25,481	25,356	-	-
1010-500-00-0000	Suministros	3,600	3,600	-	0.00%	1,918	171	3,226		
1010-506-00-0000	Suscripciones	300	300	-	0.00%	-	-	-		
1010 Subtotal de la función		46,700	46,700	*	0.00%	52,345	36,242	35,352	*	*
1040	Secretario de Distrito									
1040	Salarios	102,500	101,146	1,354	1.34%	97,827	96,346	97,913	1,000	1,000
1040 Subtotal de la función		102,500	101,146	1,354	1.34%	97,827	96,346	97,913	1,000	1,000
1060	Reunión de Distrito									
1060	Salarios	19,000	12,650	6,350	50.20%	9,410	10,715	11,109	-	-
1060-400-00-0000	Servicio Contractual	11,000	8,500	2,500	29.41%	5,557	5,855	8,379	-	-
1060-405-00-0000	Avisos legales y anuncios	24,000	12,500	11,500	92.00%	11,011	10,279	12,390	-	-
1060-500-00-0000	Suministros	6,000	3,850	2,150	55.84%	2,543	2,745	1,198	-	-
1060 Subtotal de la función		60,000	37,500	22,500	60.00%	28,521	29,594	33,076	-	-
1240	Administrador Jefe de la Escuela									
1240	Salarios	371,014	366,550	4,464	1.22%	380,752	401,979	424,671	1,700	1,700
1240-500-00-0000	Suministros	600	600	-	0.00%	118	296	213	-	-
1240-506-00-0000	Suscripciones	3,800	3,800	-	0.00%	4,431	2,621	3,214	-	-
1240 Subtotal de la función		375,414	370,950	4,464	1.20%	385,301	404,896	428,098	1,700	1,700
1310	Administración de Empresas									
1310	Salarios	582,940	579,539	3,401	0.59%	582,552	565,243	536,950	3,700	3,700
1310-400-00-0000	Servicios contractuales	1,000	1,000	-	0.00%	5,850	-	-	-	-
1310-405-00-0000	Avisos legales y anuncios	-	1,400	-1,400	-100.00%	-	-	-	-	-
1310-490-00-0000	BOCES Svc	15,000	9,000	6,000	66.67%	9,275	8,897	8,897	-	-
1310-500-00-0000	Suministros	4,500	4,500	-	0.00%	4,295	5,754	2,398	-	-
1310 Subtotal de la función		603,440	595,439	8,001	1.34%	601,972	579,894	548,245	3,700	3,700
1320	Auditoría									
1320-435-00-6000	Auditoría Svc-Indepndt	45,500	45,500	-	0.00%	45,500	45,500	46,325	-	-
1320-435-00-6001	Auditoría Svc-Internal	29,200	29,200	-	0.00%	29,200	38,600	22,000	-	-
1320-435-00-6002	Servicios de Auditoría-	36,000	36,770	-770	-2.09%	35,825	35,525	35,525	-	-
1320-435-00-6003	Auditoría Svc-Especial	8,000	8,000	-	0.00%	-	-	-	-	-
1320 Subtotal de la función		118,700	119,470	-770	-0.64%	110,525	119,625	103,850	*	*

Distrito Escolar Central de Syosset
Informe de Presentación de
Presupuesto
Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto 2024-2025	2023-2024 Adoptivo Presupuesto	Dólar Cambio	Por ciento Cambio	Gasto real 2022-2023	Gastos 2021-22	2020-21 Gasto	2024-2025 ETC presupuesto	2023-2024 Actualidad Año FTE
1345 Compras										
1345	Salarios	588,386	561,908	26,478	4.71%	498,485	516,300	489,537	7.0000	7.0000
1345-400-00-0000	Servicio Contractual	23,000	-	23,000	**%	-	-	-	-	-
1345-405-00-0000	Avisos legales y anuncios	13,500	13,500	-	0.00%	5,460	5,748	10,588	-	-
1345-490-00-0000	BOCES Svc	12,110	12,110	-	0.00%	11,450	11,760	11,066	-	-
1345-500-00-0000	Suministros	3,000	3,000	-	0.00%	318	1,911	1,193	-	-
1345 Subtotal de la función		639,996	590,518	49,478	8.38%	515,713	535,719	512,384	7.0000	7.0000
1380 Tarifa del Agente Fiscal										
1380-400-00-0000	Servicio Contractual	7,000	7,000	-	0.00%	6,100	5,700	55,300	-	-
1380 Subtotal de la función		7,000	7,000	-	0.00%	6,100	5,700	55,300	-	-
1420 Legal										
1420-447-00-6005	Retención legal de servicio	91,800	91,800	-	0.00%	91,800	90,000	88,500	-	-
1420-447-00-6006	Servicio Legal-NonRet	302,800	302,800	-	0.00%	106,744	121,707	250,859	-	-
1420-447-00-6007	Servicio Legal-Otros	13,000	13,000	-	0.00%	460	37,928	4,591	-	-
1420-447-00-6008	Servicios Legales-Fianza	15,000	15,000	-	0.00%	12,345	11,295	37,105	-	-
1420 Subtotal de la función		422,600	422,600	-	0.00%	211,349	260,930	381,055	-	-
1430 Personal										
1430	Salarios	870,701	713,398	157,303	22.05%	771,403	657,656	626,776	8.0000	8.0000
1430-400-00-0000	Servicio Contractual	1,400	1,400	-	0.00%	-	-	1,361	-	-
1430-405-00-0000	Avisos legales y anuncios	4,000	4,000	-	0.00%	-	3,550	6,150	-	-
1430-490-00-0000	BOCES Svc	92,000	37,000	55,000	148.65%	35,753	35,555	35,036	-	-
1430-500-00-0000	Suministros	1,200	1,200	-	0.00%	614	649	1,156	-	-
1430 Subtotal de la función		969,301	756,998	212,303	28.05%	807,770	697,410	670,479	8.0000	8.0000
1480 Información y Servicios Públicos										
1480	Salarios	105,560	104,000	1,560	1.50%	111,636	102,940	103,108	1.0000	1.0000
1480-400-00-0000	Servicio Contractual	18,000	18,000	-	0.00%	13,629	14,955	10,860	-	-
1480-490-00-0000	BOCES Svc	76,000	76,000	-	0.00%	70,776	42,081	55,486	-	-
1480-500-00-0000	Suministros	500	500	-	0.00%	-	119	194	-	-
1480 Subtotal de la función		200,060	198,500	1,560	0.79%	196,041	160,095	169,648	1.0000	1.0000

Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto		Presupuesto aprobado para	Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	Gastos 2021- 22	2020-21 Gasto	ETC propuesto	2023-2024 FTE del año en curso
		2024-2025	2023-2024								
1620 Operación de la planta											
160	Salarios no lectivos	6,306,758	6,255,082	51,676	0.83%	5,518,447	5,845,200	5,578,846	78,000	78,000	78,000
161	P/T Sal no instructivo	160,000	135,000	25,000	18.52%	148,294	123,965	130,583	2,2500	2,2500	2,2500
162	Horas extras no instructivas	717,000	717,000	-	0.00%	565,922	654,968	649,150	-	-	-
200	Equipamiento	50,000	63,000	-13,000	-20.63%	55,386	44,617	665,829	-	-	-
204	Equipamiento - No Capitaliz	1,000	1,000	-	0.00%	-	501	-	-	-	-
400	Servicios contractuales	1,064,000	870,000	194,000	22.30%	599,712	431,517	873,432	-	-	-
420	Fueloil	45,000	60,000	-15,000	-25.00%	6,695	62,163	159,403	-	-	-
421	Electricidad	1,832,500	2,000,500	-168,000	-8.40%	1,587,078	1,554,607	1,581,548	-	-	-
422	Agua	50,800	50,800	-	0.00%	33,468	31,020	28,087	-	-	-
423	Gas Natural	690,000	570,000	120,000	21.05%	611,544	563,787	389,444	-	-	-
427	Teléfono	30,000	60,000	-30,000	-50.00%	9,526	9,525	8,723	-	-	-
430	Reparación	9,000	9,000	-	0.00%	7,606	14,335	6,109	-	-	-
450	Conf. Wkshps & Travel -PD	2,600	2,600	-	0.00%	1,775	530	185	-	-	-
490	Servicios BOCES	32,000	32,000	-	0.00%	22,917	22,048	21,181	-	-	-
500	Materiales y Suministros	580,000	758,000	-178,000	-23.48%	428,180	341,074	1,917,139	-	-	-
502	Uniformes	40,000	40,000	-	0.00%	28,276	27,128	26,245	-	-	-
Subtotal de 1620 Operación de la Planta		11,610,658	11,623,982	-13,324	-0.11%	9,624,826	9,726,985	12,035,904	80,2500	80,2500	80,2500
1621 Mantenimiento de la planta											
160	Salarios no lectivos	3,018,744	2,847,847	170,897	6.00%	2,816,964	2,423,428	2,339,840	34,000	34,000	34,000
161	P/T Sal no instructivo	30,000	30,000	-	0.00%	5,423	7,801	6,711	-	-	-
162	Horas extras no instructivas	300,000	300,000	-	0.00%	233,651	253,279	257,828	-	-	-
200	Equipamiento	700,000	936,000	-236,000	-25.21%	700,732	552,865	734,028	-	-	-
400	Servicios contractuales	1,283,700	1,259,700	24,000	1.91%	1,743,114	1,120,093	839,759	-	-	-
424	Gasolina	110,750	110,800	-50	-0.05%	86,678	84,866	41,475	-	-	-
425	Eliminación de tapetes	20,000	30,000	-10,000	-33.33%	14,498	5,911	14,035	-	-	-
430	Reparación	60,000	70,000	-10,000	-14.29%	27,771	26,012	24,375	-	-	-
500	Materiales y Suministros	613,000	607,000	6,000	0.99%	491,138	441,552	559,962	-	-	-
Subtotal de 1621 Mantenimiento de Planta		6,136,194	6,191,347	-55,153	-0.89%	6,119,969	4,915,807	4,818,013	34,000	34,000	34,000
1631 Seguridad											
160	Salarios no lectivos	102,243	111,777	-9,534	-8.53%	108,110	162,044	207,327	1,200	1,200	1,200
161	P/T Sal no instructivo	918,000	620,000	298,000	48.06%	614,709	524,151	463,228	19,000	19,000	19,000
162	Horas extras no instructivas	90,000	50,000	40,000	80.00%	51,214	26,938	1,979	-	-	-
200	Equipamiento	106,000	35,000	71,000	202.86%	30,555	13,201	6,563	-	-	-
428	Servicios de Seguridad	2,758,000	2,567,000	191,000	7.44%	2,238,451	2,097,473	1,963,810	-	-	-
490	Servicios BOCES	360,000	408,000	-48,000	-11.76%	405,073	387,362	1,121,074	-	-	-
500	Materiales y Suministros	30,000	28,000	2,000	7.14%	53,424	28,262	18,375	-	-	-
502	Uniformes	6,200	5,900	300	5.08%	2,057	629	1,504	-	-	-
Subtotal de 1631 Seguridad		4,370,443	3,825,677	544,766	14.24%	3,503,593	3,240,060	3,783,860	20,200	20,200	20,200

Distrito Escolar Central de Syosset
Informe de Presentación de Presupuesto
Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria		Proyecto de presupuesto 2024-		Presupuesto aprobado para 2023-2024		Cambio de dólar		Por ciento Cambio		Gasto real 2022-2023		Gastos 2021- 2020-21		2024-2025 ETC		2023-2024 FTE del año en curso	
Descripción		2025		2023-2024		dólar		Cambio		2022-2023		22		propuesto		en curso	
1670 Central Printing & Mailing																	
1670	Salarios	167,639	146,136	21,503	14.71%	140,284	135,646	132,706	1.8000	1.8000	1.8000	1.8000	1.8000	1.8000	1.8000	1.8000	1.8000
1670-200-00-0000	Equipo	8,000	8,000	-	0.00%		1,902	706	-		1,902	706	-		706	-	706
1670-400-00-0000	Servicio Contractual	20,000	20,000	-	0.00%	9,031	2,556	909	-		2,556	909	-		909	-	909
1670-430-00-0000	Reparar	3,000	3,000	-	0.00%	190	2,192	1,561	-		2,192	1,561	-		1,561	-	1,561
1670-483-00-0000	Franqueo	55,000	55,000		0.00%	18,106	50,169	39,781	-		50,169	39,781	-		39,781	-	39,781
1670-490-00-0000	BOCES Svc	325,600	305,000	20,600	6.75%	145,281	256,768	273,936	-		256,768	273,936	-		273,936	-	273,936
1670-500-00-0000	Suministros	33,000	33,000	-	0.00%	40,952	22,609	25,819	-		22,609	25,819	-		25,819	-	25,819
1670 Subtotal de la función		612,239	570,136	42,103	7.38%	353,844	471,842	475,418	-		471,842	475,418	-		475,418	-	475,418
1680 Procesamiento central de datos																	
1680	Salarios	449,232	429,671	19,561	4.55%	278,548	269,140	306,669	5.2000	5.2000	5.2000	5.2000	5.2000	5.2000	5.2000	5.2000	5.2000
1680-201-00-0000	Equipo de Computadora-Sin	75,000	75,000	-	0.00%	12,228	4,810	5,886	-		4,810	5,886	-		5,886	-	5,886
1680-400-00-0000	Servicio Contractual	100,000	100,000	-	0.00%	100,621	72,505	33,994	-		72,505	33,994	-		33,994	-	33,994
1680-432-00-0000	DW Software	30,000	30,000	-	0.00%	12,198	22,815	78,991	-		22,815	78,991	-		78,991	-	78,991
1680-490-00-0000	BOCES Svc	1,983,000	1,680,000	303,000	18.04%	1,680,735	2,025,680	2,336,292	-		2,025,680	2,336,292	-		2,336,292	-	2,336,292
1680-500-00-0000	Suministros	60,000	102,000	-42,000	-41.18%	47,983	74,808	57,828	-		74,808	57,828	-		57,828	-	57,828
1680 Subtotal de la función		2,697,232	2,416,671	280,561	11.61%	2,132,313	2,469,758	2,819,660	-		2,469,758	2,819,660	-		2,819,660	-	2,819,660
1910 Seguro no asignado																	
1910-410-00-0000	Accidente Estudiantil	71,770	62,406	9,364	15.00%	37,201	51,682	58,730	-		51,682	58,730	-		58,730	-	58,730
1910-411-00-0000	Políticas de Gestión de Riesgos	1,611,325	1,401,150	210,175	15.00%	1,224,833	1,162,214	554,977	-		1,162,214	554,977	-		554,977	-	554,977
1910 Subtotal de la función		1,683,095	1,463,556	219,539	15.00%	1,262,034	1,213,896	613,707	-		1,213,896	613,707	-		613,707	-	613,707
1981 Costos administrativos del BOCES																	
1981-490-00-0000	BOCES Svc	938,044	881,000	57,044	6.47%	811,843	824,805	807,187	-		824,805	807,187	-		807,187	-	807,187
1981 Subtotal de la función		938,044	881,000	57,044	6.47%	811,843	824,805	807,187	-		824,805	807,187	-		807,187	-	807,187
1983 BOCES Gastos de Capital																	
1983-490-00-0000	BOCES Svc	240,297	231,827	8,470	3.65%	215,807	130,450	130,018	-		130,450	130,018	-		130,018	-	130,018
1983 Subtotal de la función		240,297	231,827	8,470	3.65%	215,807	130,450	130,018	-		130,450	130,018	-		130,018	-	130,018
1989 Sin clasificar																	
1989	Salarios	50,000	50,000	-	0.00%	-	-	-	-		-	-	-		-	-	-
1989 Subtotal de la función		50,000	50,000	-	0.00%	-	-	-	-		-	-	-		-	-	-
2010 Desarrollo y Adaptación del Plan de Estudios																	
2010	Salarios	3,056,822	3,107,559	-50,737	-1.63%	3,071,894	3,127,674	2,955,521	19.3000	19.3000	19.3000	19.3000	19.3000	19.3000	19.3000	19.3000	19.3000

Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto 2024-2025	Presupuesto aprobado para 2023-2024	Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	Gastos 2021-22	2020-21 Gasto	2024-2025 ETC presupuesto	2023-2024 FTE del año en curso
2010 Desarrollo y Adaptación del Plan de Estudios										
2010-500-00-0000	Suministros	3,500	3,500		0.00%	1,215	1,165	1,681	-	-
2010 Subtotal de la función		3,060,322	3,111,059	-50,737	-1.63%	3,073,109	3,128,839	2,957,202	19,3000	20,3000
2020 Supervisión-Escuela Regular										
2020	Salarios	6,974,137	6,830,585	143,552	2.10%	6,575,231	6,317,080	6,107,487	81,0000	80,0000
2020-400-00-0000	Servicios contractuales	20,000	20,000	-	0.00%	10,731	13,467	5,664	-	-
2020-450-00-0000	Conf, Wkshps y Viajes	30,000	35,000	-5,000	-14.29%	16,142	13,012	4,140	-	-
2020-453-00-0000	Reembolso de millas	7,100	10,100	-3,000	-29.70%	4,678	4,405	890	-	-
2020-484-00-0000	Membresías y cuotas	13,000	10,000	3,000	30.00%	8,578	7,555	8,637	-	-
2020-506-00-0000	Suscripciones	2,000	2,000	-	0.00%	1,611	429	-	-	-
2020 Subtotal de la función		7,046,237	6,907,685	138,552	2.01%	6,616,971	6,355,948	6,126,818	81,0000	80,0000
2070 Capacitación-Instrucción en el Servicio										
2070	Salarios	5,000	5,000	-	0.00%	-	14,609	-	-	-
2070-400-00-0000	Servicio Contractual	6,000	6,000	-	0.00%	-	-	-	-	-
2070-450-00-0000	Conf, Wkshp y Travel-PD	6,000	6,000	-	0.00%	1,050	6,035	-	-	-
2070-490-00-0000	BOCES Svc	236,000	266,000	-30,000	-11.28%	417,264	403,442	368,620	-	-
2070-490-00-5895	Servicios BOCES	-	.	-	0.00%	-	17,802	14,394	-	-
2070-506-00-0000	Suscripciones	-	-	-	0.00%	-	118	-	-	-
2070 Subtotal de la función		253,000	283,000	-30,000	-10.60%	418,314	442,006	383,014	-	-

Distrito Escolar Central de Syosset
Informe de Presentación de Presupuesto

Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto		Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	Gastos 2021-22	2020-21 Gasto	ETC	
		2024-2025	2023-2024						propuesto para 2024-2025	del año en curso
2110 Enseñanza-Escuela Regular										
110 Salarios de Maestros, K-3		12,145,357	12,105,088	40,269	0.33%	12,382,386	12,033,020	10,580,418	86,0000	86,0000
120 Sueldos de los maestros, 4-6		9,708,783	9,165,910	542,873	5.92%	9,250,326	9,028,269	8,854,983	70,0000	70,0000
125 Tutores		1,849,700	1,893,148	-43,448	-2.30%	1,631,955	1,190,256	153,590	50,0000	50,0000
130 Sueldos de los profesores 7-12		44,085,122	42,224,072	1,861,050	4.41%	40,884,075	39,004,850	37,474,527	316,2000	316,2000
140 Suplentes		2,602,000	2,602,000	-	0.00%	2,377,578	2,440,930	5,119,995	60,0000	60,0000
141 Incrementos		200,000	200,000	-	0.00%	-	-	-	-	-
142 Contingencia		260,000	260,000	-	0.00%	-	-	-	-	-
150 Salarios de Instrucción		250,000	250,000	-	0.00%	99,984	174,439	23,725	-	-
151 Sueldos de Primaria		11,449,707	11,431,765	17,942	0.16%	11,013,906	10,590,937	10,239,039	71,7330	71,7330
160 Salarios no lectivos		461,485	550,641	-89,156	-16.19%	604,300	607,692	558,122	6,0000	6,0000
161 P/T Sal no instructivo		-	-	-	0.00%	-	-	5,799	-	-
162 Horas extras no instructivas		20,000	20,000	-	0.00%	23,259	13,490	18,866	-	-
180 Monitores		1,455,000	1,427,200	27,800	1.95%	1,284,665	1,310,686	1,247,509	56,0000	56,0000
200 Equipamiento		184,000	184,000	-	0.00%	167,753	161,420	179,568	-	-
204 Equipamiento - No Capitaliz		30,000	30,000	-	0.00%	-	21,450	-	-	-
400 Servicios contractuales		64,950	84,950	-20,000	-23.54%	76,062	54,719	45,817	-	-
430 Reparación		39,778	39,778	-	0.00%	31,333	34,141	5,133	-	-
450 Conf, Wkshps & Travel -PD		40,000	39,000	1,000	2.56%	22,913	10,840	7,469	-	-
451 Viajes con acompañante		12,400	5,000	7,400	148.00%	8,232	-	-	-	-
452 Viajes y Registro de Estudiantes		45,000	33,000	12,000	36.36%	27,485	9,207	8,595	-	-
453 Reembolso de millas		14,500	14,500	-	0.00%	6,217	3,186	2,110	-	-
470 Matrícula		-	-	-	0.00%	-	4,694	-	-	-
471 Matrícula-Escuela Pública del Estado de Nueva York		-	-	-	0.00%	4,326	-	-	-	-
480 Libros de texto y revistas		511,556	613,225	-101,669	-16.58%	206,439	391,608	418,222	-	-
481 Libros de texto no públicos		45,000	50,000	-5,000	-10.00%	30,729	32,817	32,746	-	-
484 Membresías y cuotas		29,190	29,190	-	0.00%	4,824	4,609	7,343	-	-
487 Comienzo		36,000	35,000	1,000	2.86%	34,452	32,009	34,792	-	-
490 Servicios BOCES		648,000	612,000	36,000	5.88%	602,644	597,641	325,369	-	-
500 Materiales y Suministros		1,239,750	1,306,521	-66,771	-5.11%	730,832	750,321	856,069	-	-
501 Caja Chica		1,000	1,000	-	0.00%	867	590	606	-	-
506 Suscripciones		3,800	3,800	-	0.00%	1,180	670	475	-	-
509 Partituras		30,000	30,000	-	0.00%	26,176	22,325	4,490	-	-
510 Suministros de prueba		132,000	155,000	-23,000	-14.84%	75,083	52,572	40,947	-	-
560 RCP, Salvavidas		3,800	3,800	-	0.00%	-1,896	1,127	23	-	-
Subtotal de 2110 Enseñanza-Escuela Regular		87,597,878	85,399,588	2,198,290	2.57%	81,608,085	78,580,515	76,246,347	715,9330	715,9330

Distrito Escolar Central de Syosset
Informe de Presentación de Presupuesto

Año Fiscal: 2025

Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto 2024-2025	Presupuesto aprobado para 2023-2024	Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	Gastos 2021-22	2020-21 Gasto	2024-2025 Propuesto FTE	2023-2024 FTE	del año en curso
2250 Prg Para Sdnts con Disabil-Med Elgble											
100	Sueldos de Administrador	201,106	194,702	6,404	3.29%	196,621	193,715	194,254	1,0000	1,0000	1,0000
101	Directores	394,322	382,618	11,704	3.06%	380,445	374,330	396,661	2,0000	2,0000	2,0000
125	Tutores	1,510,700	1,502,020	8,680	0.58%	1,294,115	1,103,530	1,000,714	40,0000	40,0000	40,0000
126	Ayudantes de Enseñanza	2,020,082	2,147,712	-127,630	-5.94%	2,167,309	2,631,354	3,061,068	36,0000	36,0000	36,0000
127	Sustitutos TA	62,204	-	62,204	**%	-	-	-	-	-	-
130	Sueldos de los profesores 7-12	8,597,676	8,602,174	-4,498	-0.05%	8,378,748	8,161,633	7,635,111	62,0000	62,0000	62,0000
150	Salarios de Instrucción	20,000	20,000	-	0.00%	2,579	14,006	2,319	-	-	-
151	Sueldos de Primaria	6,601,502	6,418,840	182,662	2.85%	5,908,114	5,771,010	5,821,042	50,0000	50,0000	48,0000
165	Terapeutas	1,365,065	1,313,259	51,806	3.94%	1,232,117	1,157,045	1,102,842	11,6000	11,6000	11,6000
175	Salarios de 200 días	3,389,636	2,964,385	425,251	14.35%	2,686,077	2,143,094	1,829,875	75,0000	75,0000	75,0000
180	Monitores	-	50,000	-50,000	-100.00%	60,005	72,907	24,785	-	-	-
200	Equipamiento	20,000	20,000	-	0.00%	-	-	1,791	-	-	-
400	Servicios contractuales	975,000	975,000	-	0.00%	816,683	863,670	644,413	-	-	-
406	Servicios DOL/DOR	160,000	160,000	-	0.00%	107,981	95,360	123,818	-	-	-
408	Servicios de Enfermería	350,000	270,000	80,000	29.63%	356,679	269,764	205,171	-	-	-
448	Valoraciones	20,000	20,000	-	0.00%	20,560	13,823	7,860	-	-	-
449	Contingencia	450,000	450,000	-	0.00%	-	-	-	-	-	-
470	Matrícula	-	-	-	0.00%	-	2,324,717	2,010,286	-	-	-
471	Matrícula-Escuela Pública del Estado de Nueva York	120,000	160,000	-40,000	-25.00%	120,375	-	-	-	-	-
472	Matrícula-Todos los demás	2,224,000	2,453,000	-229,000	-9.34%	2,190,633	-	-	un	un	-
490	Servicios BOCES	3,705,025	3,802,500	-97,475	-2.56%	3,403,949	3,624,791	3,373,048	-	-	-
500	Materiales y Suministros	80,000	80,000	-	0.00%	58,496	65,646	63,062	-	-	-
Subtotal de 2250 Prg para Sdnts w/Disabil-Med Elgble		32,266,318	31,986,210	280,108	0.88%	29,381,486	28,880,395	27,498,120	277,6000	277,6000	275,6000

Distrito Escolar Central de Syosset

Informe de Presentación de Presupuesto

Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto		Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	Gastos 2021-22	2020-21 Gasto	2024-2025 ETC presupuesto	2023-2024 Actualidad Año FTE
		2025	Presupuesto 2024- aprobado para 2023-2024							
Cuenta presupuestaria Descripción										
2280 Educación Ocupacional (Grados 9-12)										
490	Servicios BOCES	590,000	590,000	-	0.00%	555,930	435,857	423,543	-	-
Subtotal de 2280 Educación Ocupacional (Grados 9-12)		590,000	590,000	-	0.00%	555,930	435,857	423,543	-	-
2310 Educación Continua										
100	Sueldos de Administrador	13,141	13,141		0.00%	13,606	6,702	13,174		
150	Salarios de Instrucción	51,000	45,822	5,178	11.30%	52,705	31,012	8,352		-
160	Salarios no lectivos	43,183	41,389	1,794	4.33%	39,738	44,872	36,513	1,000	1,000
161	PIT Sal no instructivo	3,200	3,200		0.00%	8,251	7,037			
162	Horas extras no instructivas	2,500	8,000	-5,500	-68.75%	2,182	5,387	-	-	
400	Servicios contractuales	5,200	5,200	-	0.00%	6,762	4,974	4,554		
500	Materiales y Suministros	2,000	2,000	-	0.00%	1,897	854	-	-	
Subtotal de 2310 Educación Continua		120,224	118,752	1,472	1.24%	125,141	100,838	62,593	1,000	1,000
2320 Escuela de Verano										
101	Directores	6,547	6,547		0.00%	16,450	18,176	7,908		-
110	Salarios de Maestros, K-3	105,000	105,000		0.00%	134,909	102,913	61,179		-
111	Salarios de los maestros, 4-6	105,000	105,000		0.00%	164,654	102,913	73,888		-
125	Tutores	-	44,550	-44,550	-100.00%	95,649	43,869	16,436		-
126	Ayudantes de Enseñanza	15,500	38,650	-23,150	-59.90%	47,739	38,158	23,492		-
130	Sueldos de los profesores 7-12	132,000	106,773	25,227	23.63%	216,409	128,786	119,905		-
151	Sueldos de Primaria	15,225	55,850	-40,625	-72.74%	19,072	54,741	44,022		-
160	Salarios no lectivos	23,100	45,000	-21,900	-48.67%	73,225	43,544	33,896		-
162	Horas extras no instructivas	1,000	-	1,000	**%	979	2,024	507		-
500	Materiales y Suministros	15,000	20,000	-5,000	-25.00%	28,997	16,870	11,141		-
Subtotal de 2320 Escuela de Verano		418,372	527,370	-108,998	-20.67%	798,083	551,994	392,374		-
2610 Biblioteca Escolar y AV										
121	Bibliotecarios	925,572	893,940	31,632	3.54%	864,777	823,376	755,305	7,000	7,000
131	Bibliotecarios Secundaria	735,575	715,384	20,191	2.82%	673,456	707,282	646,542	5,000	5,000
160	Salarios no lectivos	824,249	800,864	23,385	2.92%	748,076	711,869	697,680	13,000	13,000
162	Horas extras no instructivas	65,000	60,000	5,000	8.33%	48,640	52,242	27,769		
175	Salarios de 200 días	135,000	48,000	87,000	181.25%	35,380	37,324	36,323	2,500	2,500
490	Servicios BOCES	182,000	182,000	-	0.00%	172,989	156,101	139,566		-
500	Materiales y Suministros	21,501	21,501	-	0.00%	9,030	23,602	12,937		-
504	Publicaciones periódicas	13,283	13,283	-	0.00%	5,462	6,132	8,296		-
505	Libros de la Biblioteca	68,083	65,807	2,276	3.46%	44,351	61,136	54,040		-
508	Bibliotecas de aula	68,215	78,350	-10,135	-12.94%	22,491	69,766	33,496		-
520	Suministros Audiovisuales	19,779	20,504	-725	-3.54%	5,443	14,147	13,624		-
Subtotal de 2610 Biblioteca Escolar y AV		3,058,257	2,899,633	158,624	5.47%	2,630,095	2,662,977	2,425,578	27,500	27,500

Distrito Escolar Central de Syosset
Informe de Presentación de Presupuesto
Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria		Presupuesto		Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	Gastos 2021- 22	2020-21 Gasto	2024-2025 ETC propuesto	2023-2024 FTE del año en curso	
Descripción	presupuesto 2024-2025	Proyecto de aprobado para 2023-									
2630 Instrucción Asistida por Computadora											
150 Salarios de Instrucción	297,701	286,247	11,454	4.00%	279,422	271,435	262,958		2.0000	2.0000	
200 Equipamiento	40,000	40,000	-	0.00%	21,467	52,478	64,026				
400 Servicios contractuales	10,000	10,000	-	0.00%	5,938	1,434	42,217				
430 Reparación	-	-	-	0.00%	-	-	653				
Software 460	266,400	266,400	-	0.00%	225,871	222,978	204,035		-	-	
490 Servicios BOCES	3,873,200	3,834,000	39,200	1.02%	2,304,680	2,039,141	3,316,139		-	-	
500 Materiales y Suministros	300,000	300,000	-	0.00%	188,542	190,437	407,723				
Subtotal de 2630 Instrucción Asistida por Computadora	4,787,301	4,736,647	50,654	1.07%	3,025,920	2,777,903	4,297,751	2.0000	2.0000	2.0000	
2805 Asistencia-Escuela Regular											
160 Salarios no lectivos	231,855	252,054	-20,199	-8.01%	244,786	278,407	223,684	4.0000	4.0000	4.0000	
161 PIT Sal no instructivo	26,258	25,000	1,258	5.03%	-	4,008	12,246	0.7143	0.7143	0.7143	
162 Horas extras no instructivas	4,000	4,000	-	0.00%	1,959	13,415	16,924				
490 Servicios BOCES	2,000	2,000	-	0.00%	-	-	4,000	-	-	-	
Subtotal de 2805 Asistencia-Escuela Regular	264,113	283,054	-18,941	-6.69%	246,745	295,830	256,854	4.7143	4.7143	4.7143	
2810 Orientación-Escuela Regular											
130 Sueldos de los profesores 7-12	3,289,410	2,928,576	360,834	12.32%	2,841,949	2,617,715	2,661,312	21.0000	21.0000	21.0000	
160 Salarios no lectivos	465,022	508,316	-43,294	-8.52%	441,240	389,574	352,034	7.0000	7.0000	7.0000	
162 Horas extras no instructivas	3,800	3,800	-	0.00%	2,259	2,379	1,649				
400 Servicios contractuales	1,000	1,000	-	0.00%	-	-	-				
490 Servicios BOCES	29,270	29,270	-	0.00%	28,272	26,962	21,007	-	-	-	
500 Materiales y Suministros	11,600	9,600	2,000	20.83%	9,438	10,180	4,082	-	-	-	
Subtotal de 2810 Orientación-Escuela Regular	3,800,102	3,480,562	319,540	9.18%	3,323,158	3,046,810	3,040,084	28.0000	28.0000	28.0000	
2815 Salud Srvcs-Escuela Regular											
160 Salarios no lectivos	1,565,179	1,463,587	101,592	6.94%	1,368,503	1,195,328	1,195,314	21.0000	21.0000	21.0000	
161 P/T Sal no instructivo	1,000	1,000	-	0.00%	600	1,369	-				
162 Horas extras no instructivas	27,290	27,290	-	0.00%	36,699	61,302	31,313	-	-	-	
200 Equipamiento	3,500	3,500	-	0.00%	-	-	-				
400 Servicios contractuales	300,000	300,000	-	0.00%	239,276	306,124	701,143	-	-	-	
446 Tarifas Otros Distritos	100,000	100,000	-	0.00%	75,867	64,179	71,849	-	-	-	
448 Valoraciones	55,000	55,000	-	0.00%	53,045	53,045	51,502	-	-	-	
490 Servicios BOCES	86,320	83,000	3,320	4.00%	70,008	76,785	72,000	-	-	-	
500 Materiales y Suministros	80,600	125,000	-44,400	-35.52%	72,587	64,286	85,266	-	-	-	
501 Caja Chica	650	650	-	0.00%	282	229	154	-	-	-	
Subtotal de 2815 Centros de Salud-Escuela Regular	2,219,539	2,159,027	60,512	2.80%	1,916,867	1,822,647	2,208,541	21.0000	21.0000	21.0000	
2820 Srvcs-Reg Schl Psicológico											
112 Sueldos de los profesores	-	-	-	0.00%	-	153,875	148,260	-	-	-	

Informe de Presentación de Presupuesto
Año Fiscal: 2025
Fondo: Un Fondo General

Cuenta presupuestaria	Descripción	Proyecto de presupuesto 2024-2025	Presupuesto aprobado para 2023-2024	Cambio de dólar	Cambio porcentual	Gasto real 2022-2023	2021-22 Expensas	2020-21 Extensión	2024-2025 ETC propuesto	2023-2024 Actualidad Año FTE
2820 Psicología Srves-Reg Schl										
130	Sueldos de los profesores 7-12	1,048,577	950,594	97,983	10.31%	769,190	770,381	811,870	7,5000	7,5000
151	Sueldos de Primaria	1,080,216	1,102,396	-22,180	-2.01%	955,344	1,057,684	1,029,037	7,0000	7,0000
160	Salarios no lectivos	485,993	500,096	-14,103	-2.82%	474,342	429,700	438,330	7,2143	7,2143
162	Horas extras no instructivas	6,200	6,200	-	0.00%	5,089	75	108,100	-	-
400	Servicios contractuales	140,000	140,000	-	0.00%	78,563	86,408	-102	-	-
500	Materiales y Suministros	1,500	1,500	-	0.00%	-	-	-	-	-
Subtotal de 2820 Srvc-Reg Schl Psicológico		2,762,486	2,700,786	61,700	2.28%	2,282,528	2,498,123	2,535,495	21,7143	21,7143
2825 Trabajo Social Srvc-Escuela Regular										
150	Salarios de Instrucción	581,350	567,488	13,862	2.44%	371,881	282,113	222,789	5,0000	5,0000
Subtotal de 2825 Obras Sociales Srvc-Escuela Regular		581,350	567,488	13,862	2.44%	371,881	282,113	222,789	5,0000	5,0000
2850 Co-Curricular Activ-Reg Schl										
130	Sueldos de los profesores 7-12	1,610,644	1,322,300	288,344	21.81%	1,339,045	1,145,898	895,413	-	-
150	Salarios de Instrucción	-	-	-	0.00%	-	-	5,033	-	-
151	Sueldos de Primaria	194,440	171,300	23,140	13.51%	152,431	66,723	31,682	-	-
160	Salarios no lectivos	180,535	180,609	-74	-0.04%	146,670	125,098	100,933	1,0000	1,0000
451	Viajes con acompañante	239,500	205,500	34,000	16.55%	194,238	44,160	-	-	-
452	Viajes y Registro de Estudiantes	250,500	161,500	89,000	55.11%	169,027	107,358	53,839	-	-
484	Membresías y cuotas	42,000	42,000	-	0.00%	24,999	15,867	12,321	-	-
500	Materiales y Suministros	39,530	37,830	1,700	4.49%	13,152	7,766	3,432	-	-
503	Período Estudiantil	3,250	3,250	-	0.00%	755	725	650	-	-
Subtotal de 2850 co-currículos Activ-Reg Schl		2,560,399	2,124,289	436,110	20.53%	2,040,317	1,513,595	1,103,303	1,0000	1,0000
2855 Atletismo Interescolar-Reg Schl										
150	Salarios de Instrucción	1,974,303	1,792,000	182,303	10.17%	1,696,736	1,522,145	1,156,979	-	-
160	Salarios no lectivos	475,407	488,898	-13,491	-2.76%	386,838	379,698	250,874	4,0000	4,0000
162	Horas extras no instructivas	6,000	6,000	-	0.00%	4,437	15,582	5,726	-	-
200	Equipamiento	34,000	66,300	-32,300	-48.72%	24,524	24,789	115,375	-	-
400	Servicios contractuales	125,000	125,000	-	0.00%	110,241	102,120	48,100	-	-
430	Reparación	60,000	60,000	-	0.00%	17,802	26,757	8,285	-	-
450	Conf. Wkshps & Travel -PD	1,000	1,000	-	0.00%	-	220	398	-	-
451	Viajes con acompañante	55,000	55,000	-	0.00%	34,110	17,465	-	-	-
452	Viajes y Registro de Estudiantes	75,000	75,000	-	0.00%	60,291	56,510	20,385	-	-
453	Reembolso de millas	350	350	-	0.00%	-	-	140	-	-
484	Membresías y cuotas	40,000	40,000	-	0.00%	22,251	21,834	3,881	-	-
490	Servicios BOCES	142,000	135,200	6,800	5.03%	124,240	117,976	76,898	-	-
500	Materiales y Suministros	280,000	280,000	-	0.00%	234,453	210,748	136,025	-	-
Subtotal de 2855 Interscholastic Athletics-Reg Schl		3,268,060	3,124,748	143,312	4.59%	2,715,923	2,495,844	1,823,066	4,0000	4,0000

Distrito Escolar Central de Syosset
Informe de Presentación de Presupuesto
Año Fiscal: 2025

Fondo: Un Fondo General

Cuenta presupuestaria Descripción		Proyecto de presupuesto 2025	Presupuesto 2023-2024 aprobado para 2025	Cambio de dólar	Por ciento Cambio	Gasto real 2022-2023	Gastos 2021-22	2020-21 Gasto	2024-2025 ETC presupuesto	2023-2024 Actualidad Año FTE
5510 Servicios de Transporte del Distrito		324,292	320,070	4,222	1.32%	239,887	200,860	197,406	4,0000	4,0000
160 Salarios no lectivos		-	-	-	0.00%	58,909	48,322	47,127	-	-
161 P/T Sal no instructivo		1,400	1,400	-	0.00%	4,939	2,002	1,783	-	-
162 Horas extras no instructivas		-	-	-	0.00%	-	1,222	-	-	-
490 Servicios BOCES		-	-	-	0.00%	-	-	-	-	-
500 Materiales y Suministros		850	850	-	0.00%	589	266	787	-	-
Subtotal de 5510 Servicios de Transporte Distrital		326,542	322,320	4,222	1.31%	304,324	252,672	247,103	4,0000	4,0000
5540 Transporte por contrato-Med Eligble		11,535,600	11,535,600	-	0.00%	10,773,456	9,496,294	9,395,973	-	-
400 Servicios contractuales		400,000	400,000	-	0.00%	361,598	346,500	163,721	-	-
424 Gasolina		173,000	300,000	-127,000	-42.33%	121,749	56,997	-	-	-
454 Excursiones		700,000	818,000	-118,000	-14.43%	601,771	434,679	318,438	-	-
455 Viajes Atléticos		421,000	120,000	301,000	250.83%	298,153	58,902	-	-	-
458 Excursiones - Acadmic Com		55,000	55,000	-	0.00%	41,443	7,324	-	-	-
459 Excursiones - Música		20,000	20,000	-	0.00%	11,825	10,675	30,425	-	-
Software 460		-	-	-	0.00%	-	-	-	-	-
Subtotal de 5540 Contract Transportation-Med Eligble		13,304,600	13,248,600	56,000	0.42%	12,209,995	10,411,371	9,908,557	-	-
7140 Recreación		232,205	246,127	-13,922	-5.66%	97,745	134,817	61,252	-	-
150 Salarios de Instrucción		40,000	40,000	-	0.00%	130,254	65,439	673	-	-
160 Salarios no lectivos		11,000	11,000	-	0.00%	-	-	-	-	-
500 Materiales y Suministros		283,205	297,127	-13,922	-4.69%	227,999	200,256	61,925	-	-
Subtotal de 7140 Recreación		-	-	-	-	-	-	-	-	-
8070 Censo		21,131	21,131	-	0.00%	21,131	14,697	14,763	-	-
490 Servicios BOCES		21,131	21,131	•	0.00%	21,131	14,697	14,763	-	-
Subtotal del Censo 8070		-	-	-	-	-	-	-	-	-

Cuenta presupuestaria	Descripción	2024-2025		Proyecto de presupuesto	esto aprobado	Dólar Cambio	Por ciento Cambio	Gasto real 2022-2023	2021-22 Expensas	2020-21 Gasto
		2024-2025	esto aprobado							
9010 Jubilación Estatal		3,992,855	3,215,023			777,832	24.19%	2,673,223	3,170,744	3,079,97
9020 Jubilación de Maestros		12,961,115	12,421,680			539,435	4.34%	11,791,849	10,779,735	10,092,886
9030 Seguridad Social		11,882,141	11,230,134			652,007	5.81%	10,306,890	9,954,463	9,473,638
9040 Compensación para Trabajadores		900,000	900,000			-	0.00%	924,046	1,086,930	729,005
9045 Seguro de Vida		230,000	230,000			-	0.00%	224,314	203,921	202,854
9050 Seguro de Desempleo		50,000	50,000			-	0.00%	19,422	14,904	3,300
9055 Seguro de Incapacidad		160,000	160,000			-	0.00%	132,604	88,068	73,878
9060 Seguro Hospitalario, Médico, Dental		43,584,259	39,305,569			4,278,690	10.89%	34,032,914	30,215,590	28,525,503
9065 Odontología		930,000	930,000			-	0.00%	831,503	775,054	809,772
9070 Beneficios de Bienestar Sindical		225,000	225,000			-	0.00%	225,000	225,000	225,000
9089 Los demás		299,300	299,300			-	0.00%	606,468	208,508	252,723
Fondo General Total		75,214,670	68,966,706			6,247,964	9.06%	61,768,233	56,722,917	53,468,530

Asignaciones de equipos:

1620 Operaciones de custodia	\$	51,000	para equipos de conserjería, incluidas fregadoras de suelos
1621 Operaciones de mantenimiento	\$	700,000	para equipos de mantenimiento, incluidas torres de iluminación LED, gradas de piscinas, vehículos de reemplazo, muebles y gabinetes de bibliotecas y aulas, y contenedores de almacenamiento de repuesto
1631 Operaciones de seguridad	\$	106,000	para equipos de seguridad, incluidos vehículos, cerraduras, walkie-talkies
1670 Impresión central	\$	8,000	para equipos de repuesto de oficinas de correo
1680 Procesamiento central de datos	\$	75,000	para equipos tecnológicos
2110 Programas de Educación General	\$	214,000	para equipos de programas de instrucción
2250 Programas de Educación Especial	\$	20,000	para equipos de programas de instrucción
2630 Instrucción Asistida por Computadora	\$	40,000	para equipos de tecnología didáctica
2815 Servicios de Salud	\$	3,500	para equipos de servicios de salud
2855 Atletismo Interescolar	\$	34,000	para equipos deportivos, incluidas porterías de fútbol y lacrosse, redes protectoras y tableros
Equipamiento total	\$	1,251,500	

La transferencia de \$4,325,000 al Fondo de Capital incluye asignaciones para el reemplazo de la distribución de servicios eléctricos en la HS y HBT, la conversión de oficinas en espacio para aulas en South Woods, techos y mampostería en todo el distrito, pisos y pavimentos y mejoras eléctricas

Distrito Escolar Central de Syosset

'Informe de la categoría estatal (presupuesto de 3 partes)'

Año Fiscal: 2025

Función de estado	Descripción	2024-2025 Propuesto Presupuesto	2023-2024 Adoptivo Presupuesto	Dólar Cambio	Por ciento Cambio
Administración					
1010	Consejo de Educación	46,700.00	46,700.00	-	-
1040	Secretario de Distrito	102,500.00	101,146.00	1,354.00	1.34
1060	Reunión de Distrito	60,000.00	37,500.00	22,500.00	60.00
1240	Administrador Jefe de la Escuela	375,414.00	370,950.00	4,464.00	1.20
1310	Administración de Empresas	603,440.00	595,439.00	8,001.00	1.34
1320	Auditoría	118,700.00	119,470.00	-770.00	-0.64
1345	Adquisitivo	639,996.00	590,518.00	49,478.00	8.38
1380	Tarifa de Agente Fiscal	7,000.00	7,000.00	-	-
1420	Legal	422,600.00	422,600.00	-	-
1430	Personal	969,301.00	756,998.00	212,303.00	28.05
1480	Información y Servicios Públicos	200,060.00	198,500.00	1,560.00	0.79
1670	Central de Impresión y Envío por Correo	612,239.00	570,136.00	42,103.00	7.38
1680	Procesamiento central de datos	2,697,232.00	2,416,671.00	280,561.00	11.61
1910	Seguro no asignado	1,683,095.00	1,463,556.00	219,539.00	15.00
1981	Costos Administrativos BOCES	938,044.00	881,000.00	57,044.00	6.47
1983	Gastos de capital de BOCES	240,297.00	231,827.00	8,470.00	3.65
1989	Sin clasificar	50,000.00	50,000.00	-	-
2010	Desarrollo y Adaptación Curricular	3,060,322.00	3,111,059.00	-50,737.00	-1.63
2020	Supervisión-Escuela Regular	7,046,237.00	6,907,685.00	138,552.00	2.01
2070	Entrenamiento-Instrucción en el Servicio	253,000.00	283,000.00	-30,000.00	-10.60
9000	Beneficios para empleados	7,011,572.00	6,438,040.00	573,532.00	8.91
Administración Total		27,137,749.00	25,599,795.00	1,537,954.00	6.01%
Capital					
1620	Operación de la Planta	15,981,101.00	15,449,659.00	531,442.00	3.44
1621	Mantenimiento de Planta	6,136,194.00	6,191,347.00	-55,153.00	-0.89
1930	Sentencias y reclamaciones	-	-	-	-
9000	Beneficios para empleados	6,757,845.00	6,121,281.00	636,564.00	10.40
9760	Notas de Anticipación Fiscal	1,024,306.00	1,133,417.00	-109,111.00	-9.63
9901	Transferencia al Fondo del Servicio de la	4,377,225.00	4,417,444.00	-40,219.00	-0.91
9950	Transferencia a Fondo de Capital	4,325,000.00	4,325,000.00	-	-
Capital Total		38,601,671.00	37,638,148.00	963,523.00	2.56%
Programa					
2070	Entrenamiento-Instrucción en el Servicio	-	-	-	-
2110	Enseñanza-Escuela Regular	87,597,878.00	85,399,588.00	2,198,290.00	2.57
2250	Prg For Sdnts w/Disabil-Med Elgble	32,266,318.00	31,986,210.00	280,108.00	0.88
2280	Educación Ocupacional (Grados 9-12)	590,000.00	590,000.00	-	-
2330	Enseñanza-Escuelas Especiales	538,596.00	646,122.00	-107,526.00	-16.64
2610	Biblioteca escolar y audiovisual	3,058,257.00	2,899,633.00	158,624.00	5.47
2630	Instrucción Asistida por Computadora	4,787,301.00	4,736,647.00	50,654.00	1.07
2805	Asistencia-Escuela Regular	264,113.00	283,054.00	-18,941.00	-6.69
2810	Orientación-Escuela Regular	3,800,102.00	3,480,562.00	319,540.00	9.18
2815	Salud Srvc-Escuela Regular	2,219,539.00	2,159,027.00	60,512.00	2.80
2820	Srvc-Reg Schl Psicológico	2,762,486.00	2,700,786.00	61,700.00	2.28
2825	Trabajo Social Srvc-Escuela Regular	581,350.00	567,488.00	13,862.00	2.44
2850	Co-Curricular Activ-Reg Schl	2,560,399.00	2,124,289.00	436,110.00	20.53
2855	Atletismo Interescolar-Reg Schl	3,268,060.00	3,124,748.00	143,312.00	4.59
5510	Transporte del Distrito Srvc-Med Elgble	326,542.00	322,320.00	4,222.00	1.31
5540	Transporte por contrato-Med Elgble	13,304,600.00	13,248,600.00	56,000.00	0.42
7140	Recreación	283,205.00	297,127.00	-13,922.00	-4.69
8070	Censo	21,131.00	21,131.00	-	-
9000	Beneficios para empleados	61,445,253.00	56,407,385.00	5,037,868.00	8.93
9901	Transferencia al Fondo de Ayuda Especial	330,000.00	330,000.00	-	-
Programa Total		220,005,130.00	211,324,717.00	8,680,413.00	4.10%
Totales del informe		285,744,550.00	274,562,660.00	11,181,890.00	4.07%

BORRADOR DE ESTIMACIÓN DE INGRESOS 2024-25

	PRESUPUESTO	PROPUESTO PRESUPUESTO
	<u>2023-24</u>	<u>2024-25</u>
AYUDAS ESTATALES		
AYUDAS A LA FUNDACIÓN	23,031,482	23,012,357
AYUDAS POR EXCESO DE COSTES/PÚBLICAS	325,953	359,073
AYUDA POR EXCESO DE COSTES/PRIVADA	436,778	587,576
AYUDA A LOS BOCES	3,960,587	4,553,624
AYUDA PARA EL TRANSPORTE	3,338,726	3,402,675
AYUDA A LA CONSTRUCCIÓN*	1,634,750	1,529,291
HARDWARE Y TECNOLOGÍA	57,165	51,037
LIBROS DE TEXTO/SOFTWARE/AYUDAS PARA LA	574,802	581,190
ELEVADAS AYUDAS FISCALES	697,595	697,595
<i>*Ajuste por posibles ayudas adicionales a la construcción</i>		
AYUDAS ESTATALES NETAS	34,057,838	34,774,418
INGRESOS LOCALES	PRESUPUESTO	PROPUESTO PRESUPUESTO
	<u>2023-24</u>	<u>2024-25</u>
Cargos por Servicios		
MATRÍCULA DE EDUCACIÓN PARA ADULTOS	82,550	82,550
MATRÍCULA - PROGRAMAS DE EDUCACIÓN	2,300	112,335
PISCINA & REC	183,000	211,000
SERVICIOS DOL/DOR	220,000	220,000
SERVICIOS DE SALUD	425,000	425,000
Uso del dinero y la propiedad		
INTERESES DE LAS INVERSIONES	1,000,000	2,507,500
ALQUILER DE EDIFICIOS	2,000	53,333
Ingresos no clasificados	1,196,053	1,124,893
Otros ingresos locales	3,110,903	4,736,611
PAGO EN LUGAR DE IMPUESTOS (PILOTOS)	9,711,431	9,619,694
	12,822,334	14,356,305
Uso de la reserva		
RESERVAS RESTRINGIDAS	5,885,023	7,202,290
SALDO DEL FONDO CONSIGNADO	2,225,000	2,900,000
Uso total de reservas y apropiación. Saldo del fondo	8,110,023	10,102,290
Ingresos y Reservas Locales Totales	20,932,357	24,458,595
GRAVAMEN FISCAL DEL FONDO GENERAL	219,572,465	226,511,537
INGRESOS TOTALES	274,562,660	285,744,550

**Section 1: School Report Card
Syosset School District Report Card**

SYOSSET CSD

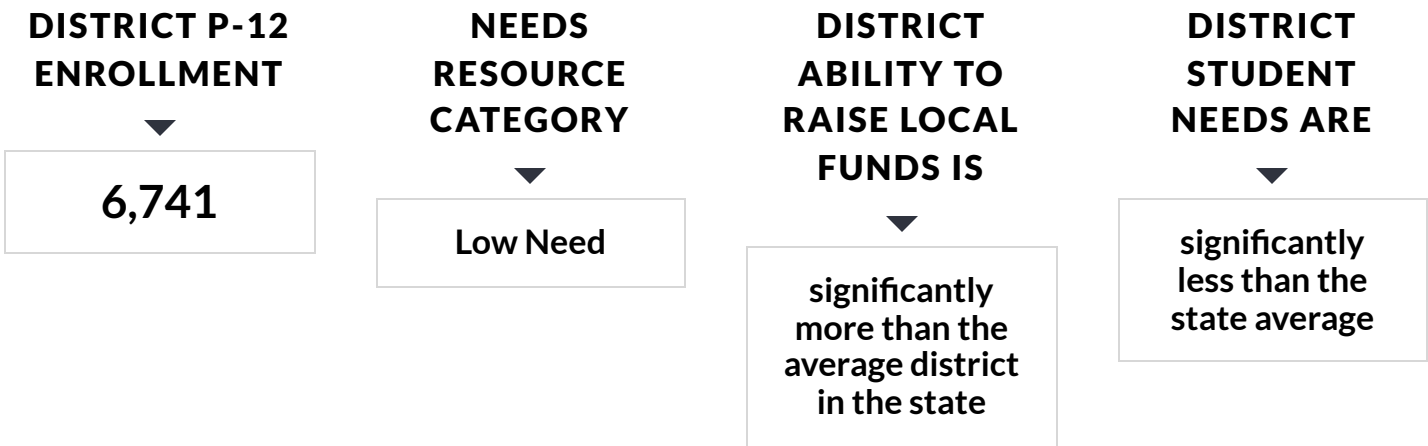
2021-22 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	SYOSSET CSD
All Students	6,741
Economically Disadvantaged	11%
Students with Disabilities	9%
English Language Learners	3%
» Race/Ethnicity	

Staffing Profile	SYOSSET CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	8%
Teachers with 4-20 Years of Experience %	46%
Teachers with 21+ Years of Experience %	46%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$32,064.00	\$27,729.77	\$25,870.33

Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	SYOSSET CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$20,347.01

Report View One Per Pupil Expenditure Categories	SYOSSET CSD
» B. Administration (B1 + B2 + B3)	\$1,424.56
» C. All Other Spending (C1 + C2 + C3)	\$2,217.68
D. Total School Level (A + B + C)	\$23,989.24
» E. Central Instruction (E1 + E2 + E3 + E4)	\$672.04
» F. Central Administration (F1 + F2 + F3)	\$3,150.68
» G. All Other Central Spending (G1 + G2 + G3)	\$4,251.97
H. Total Central Costs	\$8,074.69
I. Total Spending (D + H)	\$32,063.93

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	SYOSSET CSD
J. Total School Level Local/State Spending	\$23,436.56
» K. Total School Level Federal Spending	\$552.68
L. Total Central Level Local/State Spending	\$8,074.69
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$32,063.93

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	SYOSSET CSD
1. Transportation	\$10,749,636.96
2. Charter School Tuition	\$0.00
3. Other Tuition	\$2,329,411.12

Excluded Expenditures	SYOSSET CSD
4. Debt Service	\$1,333,063.56
5. Other	\$34,897,441.43
Percent Excluded from Total	19%
Total Expenditures	\$265,452,507.00

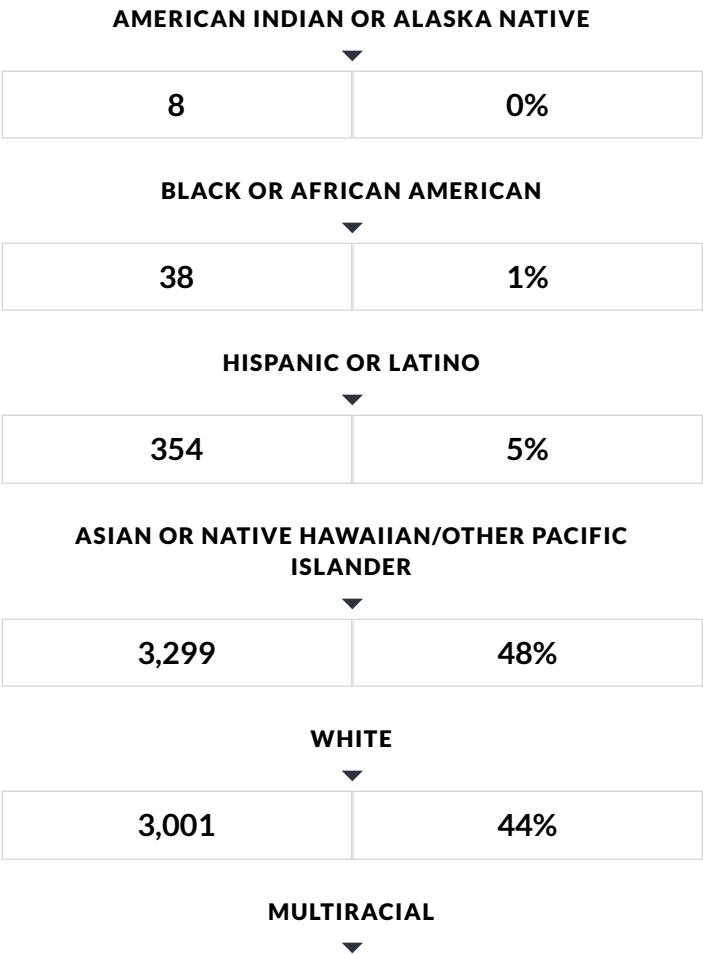
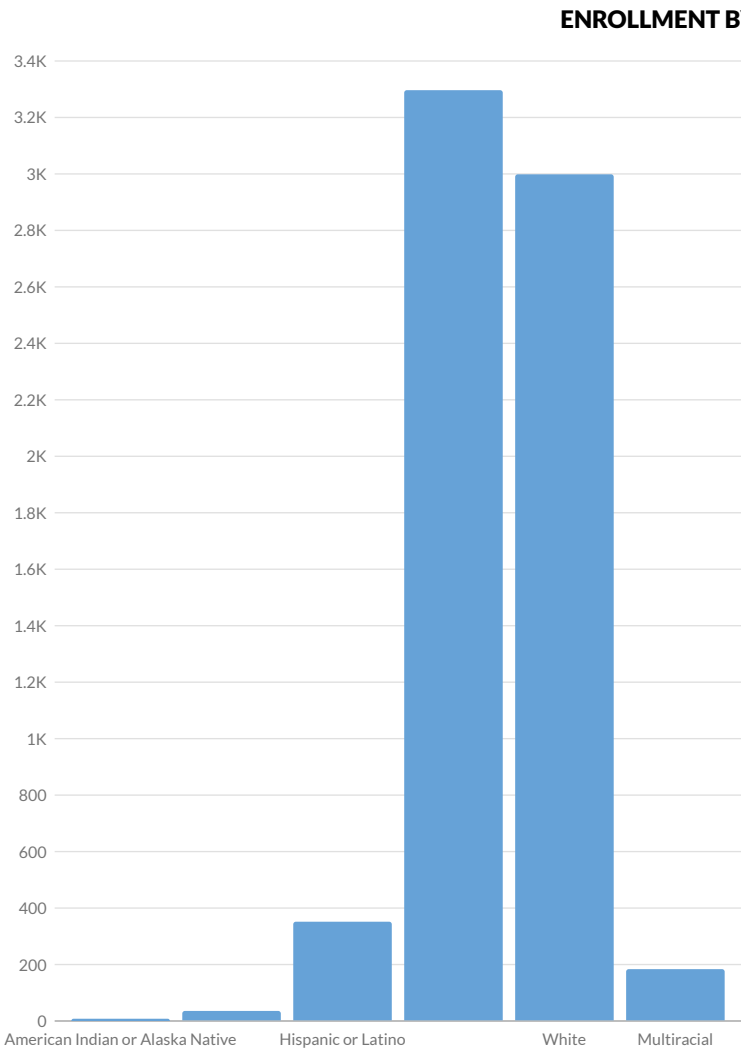
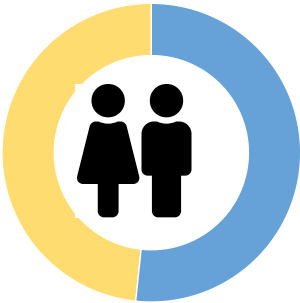
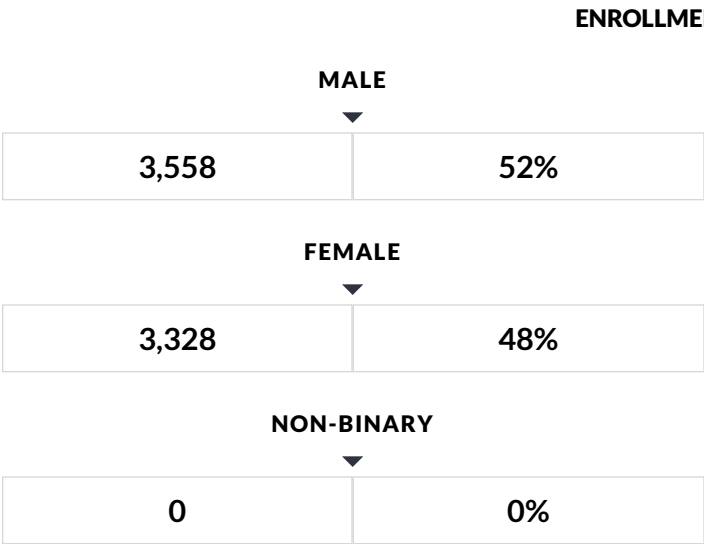
© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 11:32 AM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

SYOSSET CSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 6,886



186	3%
-----	----

SYOSSET CSD - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:04 AM EST

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

224	3%
-----	----

MIGRANT

—	—
---	---

STUDENTS WITH DISABILITIES

631	9%
-----	----

HOMELESS

—	—
---	---

FOSTER CARE

—	—
---	---

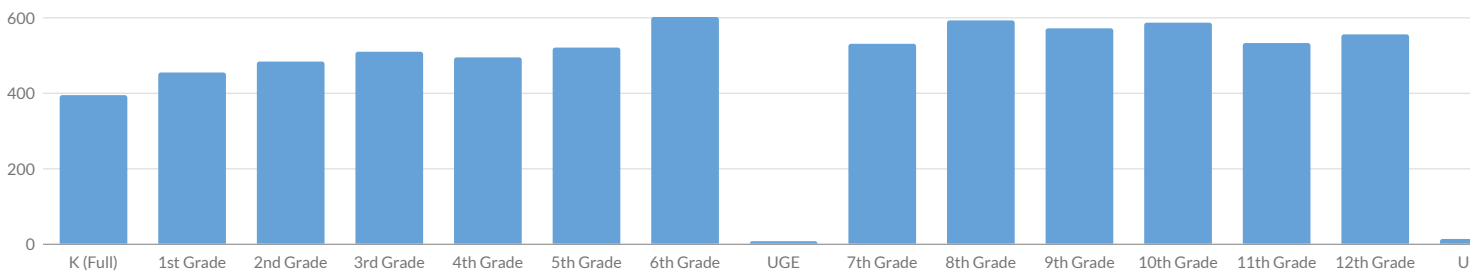
ECONOMICALLY DISADVANTAGED

978	14%
-----	-----

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

397	6%
-----	----

1ST GRADE

457	6%
-----	----

2ND GRADE

486	7%
-----	----

3RD GRADE

512	7%
-----	----

4TH GRADE

497	7%
-----	----

5TH GRADE

523	7%
-----	----

6TH GRADE

604	9%
-----	----

UNGRADED ELEMENTA...

10	0%
----	----

7TH GRADE

533	8%
-----	----

8TH GRADE

595	8%
-----	----

9TH GRADE

574	8%
-----	----

10TH GRADE

589	8%
-----	----

11TH GRADE

535	8%
-----	----

12TH GRADE

558	8%
-----	----

UNGRADED SECONDA...

16	0%
----	----

SYOSSET CSD - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	4
Black or African American	4	2	—	—
Hispanic or Latino	4	4	—	4
Multiracial	4	4	—	4
White	4	4	—	4
English Language Learner	4	4	4	4
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	4	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,591	200.5	4
	Math	2,804	216.8	
	Combined	5,395	209	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,520	208.9	4
	Math	1,568	224	
	Combined	3,088	216.6	
Black or African American	ELA	9	150	4
	Math	11	177.3	
	Combined	20	165	
Hispanic or Latino	ELA	107	186	4
	Math	126	192.9	
	Combined	233	189.7	
Multiracial	ELA	81	206.8	4
	Math	86	222.1	
	Combined	167	214.7	
White	ELA	871	187.5	4
	Math	1,010	208.6	
	Combined	1,881	198.8	
English Language Learner	ELA	54	111.1	4
	Math	65	157.7	
	Combined	119	136.6	
Students with Disabilities	ELA	193	124.4	4
	Math	218	157.8	
	Combined	411	142.1	
Economically Disadvantaged	ELA	386	189.5	4
	Math	423	204.8	
	Combined	809	197.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	3,104	167.4	4
	Math	3,113	195.3	
	Combined	6,217	181.3	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,528	207.9	4
	Math	1,568	224	
	Combined	3,096	216	
Black or African American	ELA	15	90	2
	Math	15	130	
	Combined	30	110	
Hispanic or Latino	ELA	151	131.8	4
	Math	152	159.9	
	Combined	303	145.9	
Multiracial	ELA	95	176.3	4
	Math	94	203.2	
	Combined	189	189.7	
White	ELA	1,312	124.5	4
	Math	1,314	160.3	
	Combined	2,626	142.4	
English Language Learner	ELA	58	103.4	4
	Math	69	148.6	
	Combined	127	128	
Students with Disabilities	ELA	319	75.2	4
	Math	319	107.8	
	Combined	638	91.5	
Economically Disadvantaged	ELA	435	168.2	4
	Math	442	196	
	Combined	877	182.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	163	51%	75%	1.5	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	139	51%	75%	1.5	4
Black or African American	0	—	—	—	—
Hispanic or Latino	13	—	—	—	—
Multiracial	4	—	—	—	—
White	7	—	—	—	—
English Language Learner	163	51%	75%	1.5	4
Students with Disabilities	29	—	—	—	—
Economically Disadvantaged	72	46%	67%	1.5	4

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	4,290	310	7.2%	4
American Indian or Alaska Native	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2,159	104	4.8%	4
Black or African American	19	—	—	—
Hispanic or Latino	215	32	14.9%	4
Multiracial	125	16	12.8%	4
White	1,765	155	8.8%	4
English Language Learner	160	8	5%	4
Students with Disabilities	430	51	11.9%	4
Economically Disadvantaged	615	51	8.3%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	3,323	79.5%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	✓	1,654	94.5%
Black or African American	—	16	—
Hispanic or Latino	X	161	67.7%
Multiracial	X	100	81%
White	X	1,389	63.2%
English Language Learner	X	80	91.3%
Students with Disabilities	X	322	56.2%
Economically Disadvantaged	X	481	85%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	3,323	85.7%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	✓	1,656	97%
Black or African American	—	16	—
Hispanic or Latino	X	160	78.8%
Multiracial	X	99	86.9%
White	X	1,389	73%
English Language Learner	X	82	89%
Students with Disabilities	X	322	63.7%
Economically Disadvantaged	X	482	91.3%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	—
Grade 6	—
Grade 7	—
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	4	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	—	4
Black or African American	—	—	—	—	—
Hispanic or Latino	4	4	4	—	4
Multiracial	4	4	—	—	4
White	4	4	4	—	4
English Language Learner	—	—	—	4	4
Students with Disabilities	4	4	4	—	4
Economically Disadvantaged	4	4	4	—	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	551	218.4	203.2	4
	Math	323	183.1		
	Science	420	210.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	219	225.6	210.4	4
	Math	151	193.4		
	Science	184	213		
Black or African American	ELA	5	190	—	—
	Math	3	—		
	Science	3	—		
Hispanic or Latino	ELA	32	200	193.9	4
	Math	17	185.3		
	Science	23	197.8		
Multiracial	ELA	10	215	179.3	4
	Math	4	—		
	Science	7	207.1		
White	ELA	285	215.6	198.8	4
	Math	148	174.7		
	Science	203	209.9		
English Language Learner	ELA	6	91.7	—	—
	Math	6	208.3		
	Science	4	—		
Students with Disabilities	ELA	71	154.2	132.8	4
	Math	29	86.2		
	Science	17	170.6		
Economically Disadvantaged	ELA	80	193.1	186.4	4
	Math	52	173.1		
	Science	54	196.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	560	214.9	166	4
	Math	541	109.3		
	Science	498	177.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	221	223.5	180.3	4
	Math	219	133.3		
	Science	211	185.8		
Black or African American	ELA	5	190	—	—
	Math	5	90		
	Science	4	—		
Hispanic or Latino	ELA	32	200	152.3	4
	Math	31	101.6		
	Science	29	156.9		
Multiracial	ELA	11	195.5	132.3	4
	Math	10	50		
	Science	9	161.1		
White	ELA	291	211.2	157.8	4
	Math	276	93.7		
	Science	245	173.9		
English Language Learner	ELA	6	91.7	—	—
	Math	6	208.3		
	Science	6	108.3		
Students with Disabilities	ELA	79	138.6	88.1	4
	Math	64	39.1		
	Science	39	85.9		
Economically Disadvantaged	ELA	84	183.9	147.5	4
	Math	80	112.5		
	Science	73	145.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	588	580	98.6%	98.9%	4
	5-year	565	557	98.6%		
	6-year	534	531	99.4%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	3	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	229	227	99.1%	99.4%	4
	5-year	206	205	99.5%		
	6-year	184	183	99.5%		
Black or African American	4-year	4	—	—	—	—
	5-year	4	—	—		
	6-year	5	—	—		
Hispanic or Latino	4-year	25	—	—	100%	4
	5-year	18	—	—		
	6-year	32	32	100%		
Multiracial	4-year	6	—	—	—	—
	5-year	6	—	—		
	6-year	9	—	—		
White	4-year	323	319	98.8%	98.9%	4
	5-year	328	323	98.5%		
	6-year	304	302	99.3%		
English Language Learner	4-year	6	—	—	—	—
	5-year	8	—	—		
	6-year	3	—	—		
Students with Disabilities	4-year	80	74	92.5%	93.3%	4
	5-year	79	72	91.1%		
	6-year	81	78	96.3%		
Economically Disadvantaged	4-year	81	79	97.5%	96.9%	4
	5-year	60	57	95%		
	6-year	56	55	98.2%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	45%	63%	1.4	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	32	45%	63%	1.4	4
Students with Disabilities	7	—	—	—	—
Economically Disadvantaged	15	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,289	169	7.4%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,029	50	4.9%	4
Black or African American	15	—	—	—
Hispanic or Latino	123	13	10.6%	4
Multiracial	38	4	10.5%	4
White	1,083	98	9%	4
English Language Learner	40	0	—	4
Students with Disabilities	238	40	16.8%	4
Economically Disadvantaged	355	42	11.8%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	562	98.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	222	100%
Black or African American	—	5	—
Hispanic or Latino	—	32	—
Multiracial	—	11	—
White	✓	292	97.6%
English Language Learner	—	7	—
Students with Disabilities	✗	72	90.3%
Economically Disadvantaged	✓	84	96.4%

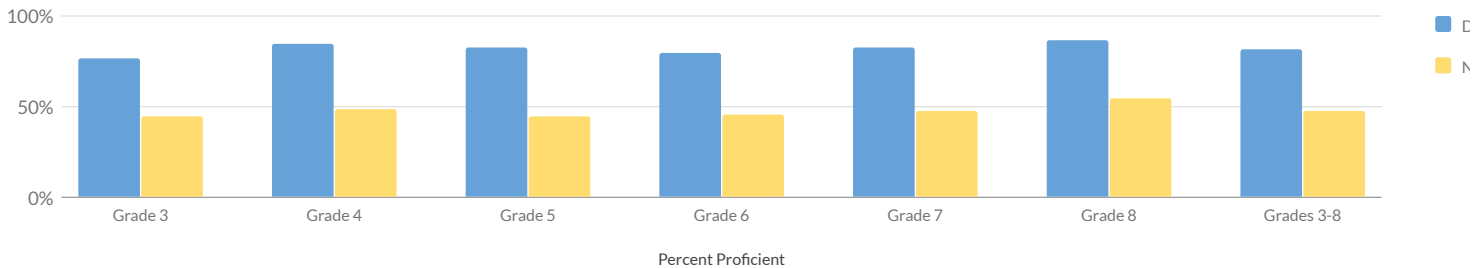
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	543	60.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	220	70%
Black or African American	—	5	—
Hispanic or Latino	—	31	—
Multiracial	—	10	—
White	X	277	54.5%
English Language Learner	—	7	—
Students with Disabilities	X	59	50.9%
Economically Disadvantaged	X	80	67.5%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

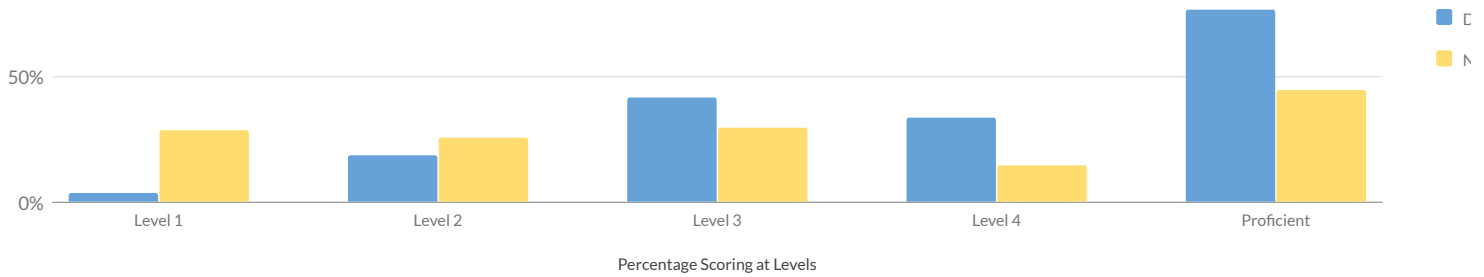
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	521	44	8%	477	92%	19	4%	92	19%	202	42%	164	34%	366	77%
Grade 4	510	68	13%	442	87%	13	3%	54	12%	158	36%	217	49%	375	85%
Grade 5	531	85	16%	446	84%	11	2%	64	14%	169	38%	202	45%	371	83%
Grade 6	621	173	28%	448	72%	18	4%	73	16%	165	37%	192	43%	357	80%
Grade 7	540	134	25%	406	75%	15	4%	56	14%	171	42%	164	40%	335	83%
Grade 8	604	222	37%	382	63%	10	3%	41	11%	122	32%	209	55%	331	87%
Grades 3-8	3,327	726	22%	2,601	78%	86	3%	380	15%	987	38%	1,148	44%	2,135	82%

GRADE 3 ELA RESULTS

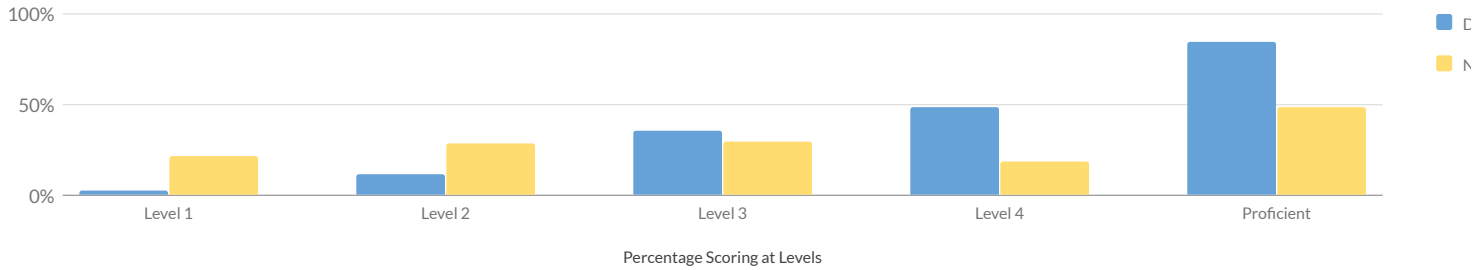
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	521	44	8%	477	92%	19	4%	92	19%	202	42%	164	34%	366	77%
Female	234	15	6%	219	94%	6	3%	30	14%	92	42%	91	42%	183	84%
Male	287	29	10%	258	90%	13	5%	62	24%	110	43%	73	28%	183	71%
General Education Students	477	32	7%	445	93%	10	2%	76	17%	197	44%	162	36%	359	81%
Students with Disabilities	44	12	27%	32	73%	9	28%	16	50%	5	16%	2	6%	7	22%
Asian or Native Hawaiian/Other Pacific Islander	261	10	4%	251	96%	7	3%	44	18%	107	43%	93	37%	200	80%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	3	12%	22	88%	2	9%	6	27%	10	45%	4	18%	14	64%
White	212	30	14%	182	86%	10	5%	39	21%	75	41%	58	32%	133	73%
Multiracial	21	1	5%	20	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	1	4%	22	96%	0	0%	3	14%	10	45%	9	41%	19	86%
Economically Disadvantaged	82	6	7%	76	93%	7	9%	18	24%	31	41%	20	26%	51	67%
Not Economically Disadvantaged	439	38	9%	401	91%	12	3%	74	18%	171	43%	144	36%	315	79%
English Language Learner	27	5	19%	22	81%	5	23%	9	41%	6	27%	2	9%	8	36%
Non-English Language Learner	494	39	8%	455	92%	14	3%	83	18%	196	43%	162	36%	358	79%
Not in Foster Care	521	44	8%	477	92%	19	4%	92	19%	202	42%	164	34%	366	77%
Not Homeless	521	44	8%	477	92%	19	4%	92	19%	202	42%	164	34%	366	77%
Not Migrant	521	44	8%	477	92%	19	4%	92	19%	202	42%	164	34%	366	77%
Parent Not in Armed Forces	521	44	8%	477	92%	19	4%	92	19%	202	42%	164	34%	366	77%

GRADE 4 ELA RESULTS

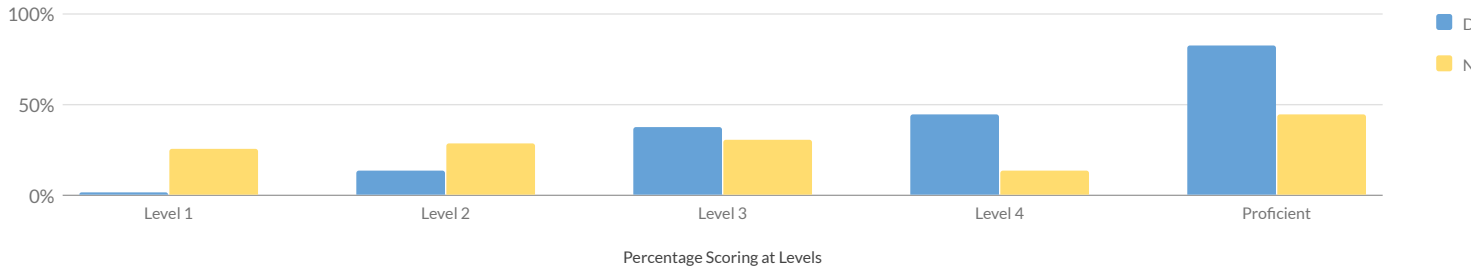
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	510	68	13%	442	87%	13	3%	54	12%	158	36%	217	49%	375	85%
Female	233	29	12%	204	88%	2	1%	23	11%	72	35%	107	52%	179	88%
Male	277	39	14%	238	86%	11	5%	31	13%	86	36%	110	46%	196	82%
General Education Students	459	50	11%	409	89%	6	1%	42	10%	145	35%	216	53%	361	88%
Students with Disabilities	51	18	35%	33	65%	7	21%	12	36%	13	39%	1	3%	14	42%
Asian or Native Hawaiian/Other Pacific Islander	265	10	4%	255	96%	8	3%	21	8%	87	34%	139	55%	226	89%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	7	26%	20	74%	0	0%	4	20%	8	40%	8	40%	16	80%
White	196	49	25%	147	75%	5	3%	24	16%	59	40%	59	40%	118	80%
Multiracial	19	2	11%	17	89%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	2	9%	20	91%	0	0%	5	25%	4	20%	11	55%	15	75%
Economically Disadvantaged	75	6	8%	69	92%	1	1%	14	20%	25	36%	29	42%	54	78%
Not Economically Disadvantaged	435	62	14%	373	86%	12	3%	40	11%	133	36%	188	50%	321	86%
English Language Learner	21	6	29%	15	71%	2	13%	7	47%	6	40%	0	0%	6	40%
Non-English Language Learner	489	62	13%	427	87%	11	3%	47	11%	152	36%	217	51%	369	86%
Not in Foster Care	510	68	13%	442	87%	13	3%	54	12%	158	36%	217	49%	375	85%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	509	68	13%	441	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	510	68	13%	442	87%	13	3%	54	12%	158	36%	217	49%	375	85%
Parent Not in Armed Forces	510	68	13%	442	87%	13	3%	54	12%	158	36%	217	49%	375	85%

GRADE 5 ELA RESULTS

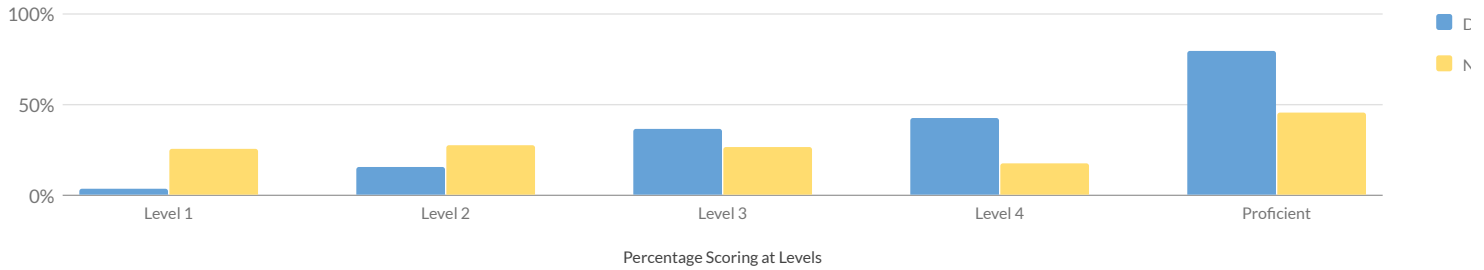
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	531	85	16%	446	84%	11	2%	64	14%	169	38%	202	45%	371	83%
Female	269	44	16%	225	84%	3	1%	25	11%	84	37%	113	50%	197	88%
Male	262	41	16%	221	84%	8	4%	39	18%	85	38%	89	40%	174	79%
General Education Students	478	55	12%	423	88%	5	1%	57	13%	161	38%	200	47%	361	85%
Students with Disabilities	53	30	57%	23	43%	6	26%	7	30%	8	35%	2	9%	10	43%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	265	14	5%	251	95%	0	0%	21	8%	91	36%	139	55%	230	92%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	4	22%	14	78%	1	7%	4	29%	3	21%	6	43%	9	64%
White	230	64	28%	166	72%	9	5%	37	22%	69	42%	51	31%	120	72%
Multiracial	15	2	13%	13	87%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	3	17%	15	83%	1	7%	2	13%	6	40%	6	40%	12	80%
Economically Disadvantaged	70	6	9%	64	91%	1	2%	15	23%	21	33%	27	42%	48	75%
Not Economically Disadvantaged	461	79	17%	382	83%	10	3%	49	13%	148	39%	175	46%	323	85%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	525	83	16%	442	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	531	85	16%	446	84%	11	2%	64	14%	169	38%	202	45%	371	83%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	530	85	16%	445	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	531	85	16%	446	84%	11	2%	64	14%	169	38%	202	45%	371	83%
Parent Not in Armed Forces	531	85	16%	446	84%	11	2%	64	14%	169	38%	202	45%	371	83%

GRADE 6 ELA RESULTS

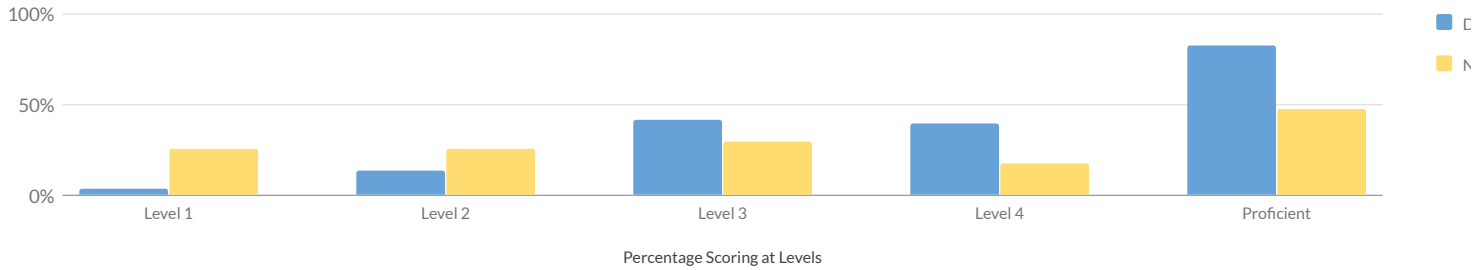
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	621	173	28%	448	72%	18	4%	73	16%	165	37%	192	43%	357	80%
Female	297	86	29%	211	71%	4	2%	28	13%	73	35%	106	50%	179	85%
Male	324	87	27%	237	73%	14	6%	45	19%	92	39%	86	36%	178	75%
General Education Students	552	129	23%	423	77%	10	2%	63	15%	160	38%	190	45%	350	83%
Students with Disabilities	69	44	64%	25	36%	8	32%	10	40%	5	20%	2	8%	7	28%
Asian or Native Hawaiian/Other Pacific Islander	313	31	10%	282	90%	9	3%	40	14%	104	37%	129	46%	233	83%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	15	48%	16	52%	0	0%	8	50%	4	25%	4	25%	8	50%
White	254	117	46%	137	54%	8	6%	23	17%	54	39%	52	38%	106	77%
Multiracial	19	6	32%	13	68%	1	8%	2	15%	3	23%	7	54%	10	77%
Economically Disadvantaged	95	25	26%	70	74%	3	4%	16	23%	23	33%	28	40%	51	73%
Not Economically Disadvantaged	526	148	28%	378	72%	15	4%	57	15%	142	38%	164	43%	306	81%
English Language Learner	12	6	50%	6	50%	3	50%	3	50%	0	0%	0	0%	0	0%
Non-English Language Learner	609	167	27%	442	73%	15	3%	70	16%	165	37%	192	43%	357	81%
Not in Foster Care	621	173	28%	448	72%	18	4%	73	16%	165	37%	192	43%	357	80%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	620	172	28%	448	72%	18	4%	73	16%	165	37%	192	43%	357	80%
Not Migrant	621	173	28%	448	72%	18	4%	73	16%	165	37%	192	43%	357	80%
Parent Not in Armed Forces	621	173	28%	448	72%	18	4%	73	16%	165	37%	192	43%	357	80%

GRADE 7 ELA RESULTS

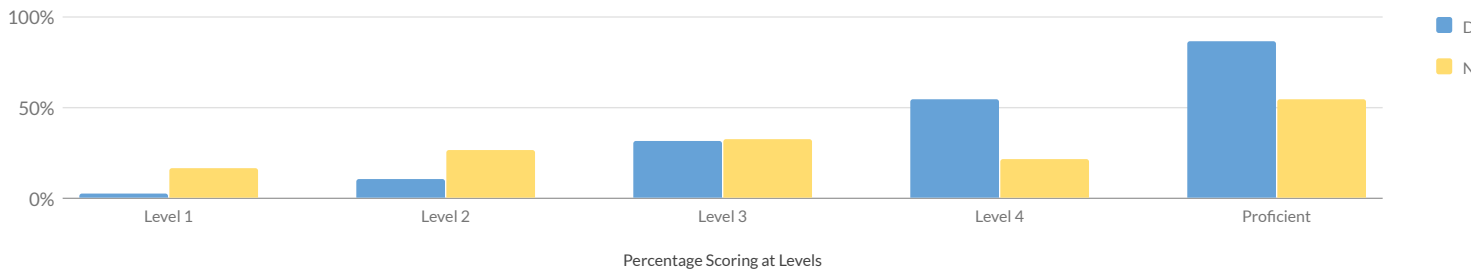
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	540	134	25%	406	75%	15	4%	56	14%	171	42%	164	40%	335	83%
Female	237	68	29%	169	71%	2	1%	15	9%	69	41%	83	49%	152	90%
Male	303	66	22%	237	78%	13	5%	41	17%	102	43%	81	34%	183	77%
General Education Students	489	105	21%	384	79%	8	2%	48	13%	164	43%	164	43%	328	85%
Students with Disabilities	51	29	57%	22	43%	7	32%	8	36%	7	32%	0	0%	7	32%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	269	13	5%	256	95%	6	2%	31	12%	97	38%	122	48%	219	86%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	4	20%	16	80%	0	0%	3	19%	8	50%	5	31%	13	81%
White	236	114	48%	122	52%	8	7%	22	18%	59	48%	33	27%	92	75%
Multiracial	13	3	23%	10	77%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	3	20%	12	80%	1	8%	0	0%	7	58%	4	33%	11	92%
Economically Disadvantaged	80	12	15%	68	85%	1	1%	12	18%	31	46%	24	35%	55	81%
Not Economically Disadvantaged	460	122	27%	338	73%	14	4%	44	13%	140	41%	140	41%	280	83%
English Language Learner	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	534	131	25%	403	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	540	134	25%	406	75%	15	4%	56	14%	171	42%	164	40%	335	83%
Not Homeless	540	134	25%	406	75%	15	4%	56	14%	171	42%	164	40%	335	83%
Not Migrant	540	134	25%	406	75%	15	4%	56	14%	171	42%	164	40%	335	83%
Parent Not in Armed Forces	540	134	25%	406	75%	15	4%	56	14%	171	42%	164	40%	335	83%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

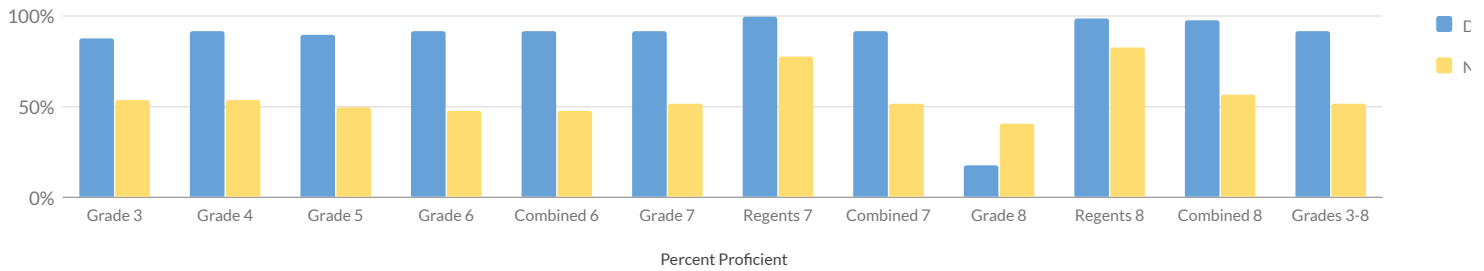


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	604	222	37%	382	63%	10	3%	41	11%	122	32%	209	55%	331	87%
Female	302	118	39%	184	61%	2	1%	13	7%	56	30%	113	61%	169	92%
Male	302	104	34%	198	66%	8	4%	28	14%	66	33%	96	48%	162	82%
General Education Students	548	187	34%	361	66%	8	2%	29	8%	117	32%	207	57%	324	90%
Students with Disabilities	56	35	63%	21	38%	2	10%	12	57%	5	24%	2	10%	7	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	283	39	14%	244	86%	4	2%	19	8%	71	29%	150	61%	221	91%
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	40	22	55%	18	45%	0	0%	3	17%	4	22%	11	61%	15	83%
White	263	153	58%	110	42%	6	5%	18	16%	44	40%	42	38%	86	78%
Multiracial	13	6	46%	7	54%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	8	44%	10	56%	0	0%	1	10%	3	30%	6	60%	9	90%
Economically Disadvantaged	79	30	38%	49	62%	2	4%	7	14%	19	39%	21	43%	40	82%
Not Economically Disadvantaged	525	192	37%	333	63%	8	2%	34	10%	103	31%	188	56%	291	87%
English Language Learner	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	595	217	36%	378	64%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	604	222	37%	382	63%	10	3%	41	11%	122	32%	209	55%	331	87%
Not Homeless	604	222	37%	382	63%	10	3%	41	11%	122	32%	209	55%	331	87%
Not Migrant	604	222	37%	382	63%	10	3%	41	11%	122	32%	209	55%	331	87%
Parent Not in Armed Forces	604	222	37%	382	63%	10	3%	41	11%	122	32%	209	55%	331	87%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

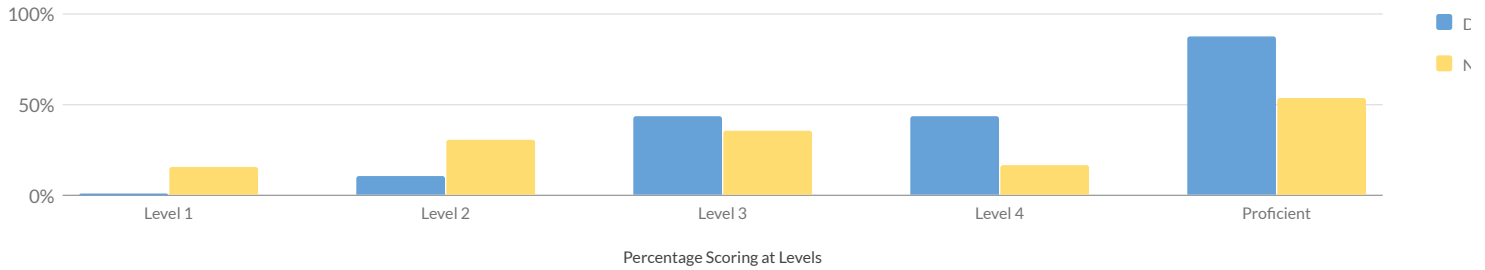


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	521	32	6%	489	94%	7	1%	54	11%	214	44%	214	44%	428	88%
Grade 4	510	64	13%	446	87%	7	2%	28	6%	178	40%	233	52%	411	92%
Grade 5	531	77	15%	454	85%	3	1%	44	10%	180	40%	227	50%	407	90%
Grade 6	621	163	26%	458	74%	5	1%	30	7%	238	52%	185	40%	423	92%
Combined 6	621	163	26%	458	74%	5	1%	30	7%	238	52%	185	40%	423	92%
Grade 7	540	155	29%	385	71%	5	1%	26	7%	118	31%	236	61%	354	92%
Regents 7	—	—	—	22	4%	0	0%	0	0%	0	0%	22	100%	22	100%
Combined 7	540	133	25%	407	75%	5	1%	26	6%	118	29%	258	63%	376	92%
Grade 8	604	593	98%	11	2%	3	27%	6	55%	2	18%	0	0%	2	18%
Regents 8	—	—	—	555	92%	0	0%	3	1%	28	5%	524	94%	552	99%
Combined 8	604	38	6%	566	94%	3	1%	9	2%	30	5%	524	93%	554	98%
Grades 3-8	3,327	507	15%	2,820	85%	30	1%	191	7%	958	34%	1,641	58%	2,599	92%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

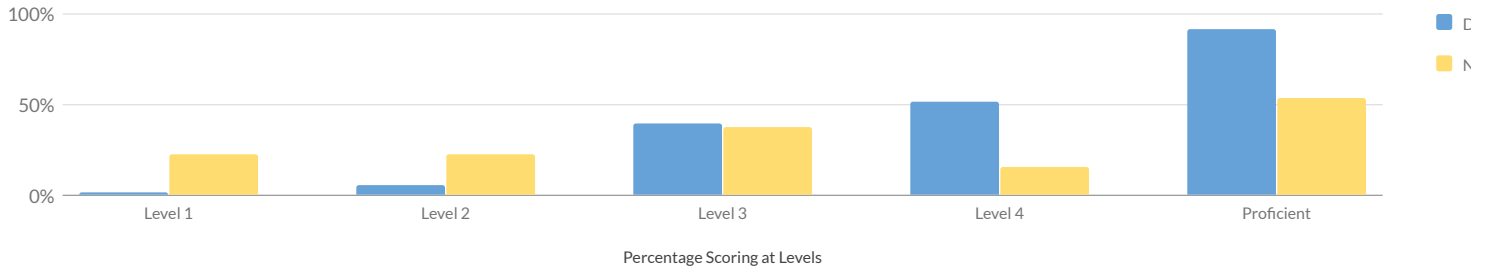
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	521	32	6%	489	94%	7	1%	54	11%	214	44%	214	44%	428	88%
Female	234	10	4%	224	96%	3	1%	25	11%	100	45%	96	43%	196	88%
Male	287	22	8%	265	92%	4	2%	29	11%	114	43%	118	45%	232	88%
General Education Students	477	20	4%	457	96%	3	1%	43	9%	203	44%	208	46%	411	90%
Students with Disabilities	44	12	27%	32	73%	4	13%	11	34%	11	34%	6	19%	17	53%
Asian or Native Hawaiian/Other Pacific Islander	261	6	2%	255	98%	3	1%	20	8%	107	42%	125	49%	232	91%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	2	8%	23	92%	1	4%	5	22%	13	57%	4	17%	17	74%
White	212	24	11%	188	89%	3	2%	27	14%	86	46%	72	38%	158	84%
Multiracial	21	0	0%	21	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	0	0%	23	100%	0	0%	2	9%	8	35%	13	57%	21	91%
Economically Disadvantaged	82	4	5%	78	95%	5	6%	13	17%	40	51%	20	26%	60	77%
Not Economically Disadvantaged	439	28	6%	411	94%	2	0%	41	10%	174	42%	194	47%	368	90%
English Language Learner	27	1	4%	26	96%	3	12%	8	31%	12	46%	3	12%	15	58%
Non-English Language Learner	494	31	6%	463	94%	4	1%	46	10%	202	44%	211	46%	413	89%
Not in Foster Care	521	32	6%	489	94%	7	1%	54	11%	214	44%	214	44%	428	88%
Not Homeless	521	32	6%	489	94%	7	1%	54	11%	214	44%	214	44%	428	88%
Not Migrant	521	32	6%	489	94%	7	1%	54	11%	214	44%	214	44%	428	88%
Parent Not in Armed Forces	521	32	6%	489	94%	7	1%	54	11%	214	44%	214	44%	428	88%

GRADE 4 MATH RESULTS

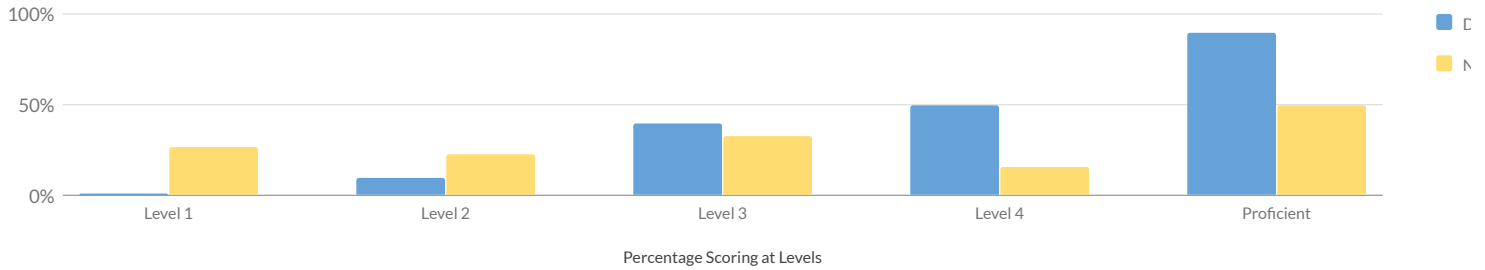
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	510	64	13%	446	87%	7	2%	28	6%	178	40%	233	52%	411	92%
Female	233	31	13%	202	87%	2	1%	12	6%	96	48%	92	46%	188	93%
Male	277	33	12%	244	88%	5	2%	16	7%	82	34%	141	58%	223	91%
General Education Students	459	48	10%	411	90%	2	0%	16	4%	165	40%	228	55%	393	96%
Students with Disabilities	51	16	31%	35	69%	5	14%	12	34%	13	37%	5	14%	18	51%
Asian or Native Hawaiian/Other Pacific Islander	265	5	2%	260	98%	3	1%	10	4%	85	33%	162	62%	247	95%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	8	30%	19	70%	0	0%	3	16%	11	58%	5	26%	16	84%
White	196	48	24%	148	76%	4	3%	15	10%	72	49%	57	39%	129	87%
Multiracial	19	3	16%	16	84%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	3	14%	19	86%	0	0%	0	0%	10	53%	9	47%	19	100%
Economically Disadvantaged	75	5	7%	70	93%	2	3%	3	4%	28	40%	37	53%	65	93%
Not Economically Disadvantaged	435	59	14%	376	86%	5	1%	25	7%	150	40%	196	52%	346	92%
English Language Learner	21	3	14%	18	86%	1	6%	7	39%	7	39%	3	17%	10	56%
Non-English Language Learner	489	61	12%	428	88%	6	1%	21	5%	171	40%	230	54%	401	94%
Not in Foster Care	510	64	13%	446	87%	7	2%	28	6%	178	40%	233	52%	411	92%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	509	64	13%	445	87%	—	—	—	—	—	—	—	—	—	—
Not Migrant	510	64	13%	446	87%	7	2%	28	6%	178	40%	233	52%	411	92%
Parent Not in Armed Forces	510	64	13%	446	87%	7	2%	28	6%	178	40%	233	52%	411	92%

GRADE 5 MATH RESULTS

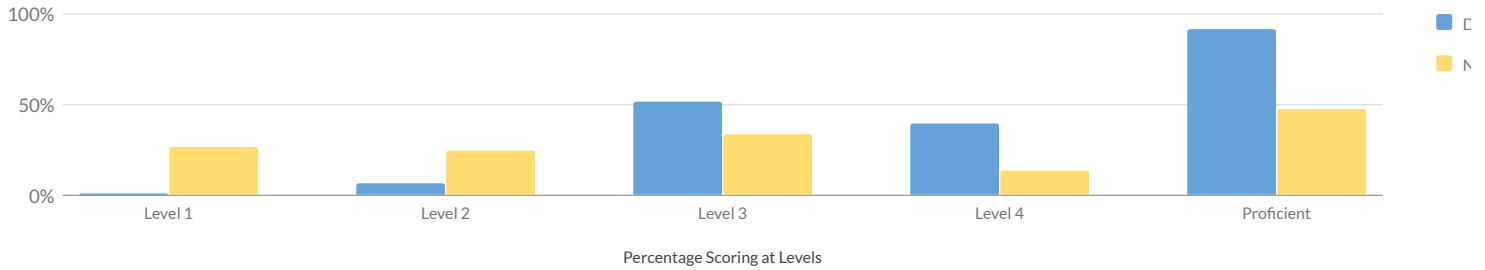
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	531	77	15%	454	85%	3	1%	44	10%	180	40%	227	50%	407	90%
Female	269	37	14%	232	86%	3	1%	22	9%	95	41%	112	48%	207	89%
Male	262	40	15%	222	85%	0	0%	22	10%	85	38%	115	52%	200	90%
General Education Students	478	50	10%	428	90%	2	0%	37	9%	166	39%	223	52%	389	91%
Students with Disabilities	53	27	51%	26	49%	1	4%	7	27%	14	54%	4	15%	18	69%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	265	8	3%	257	97%	0	0%	17	7%	86	33%	154	60%	240	93%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	5	28%	13	72%	1	8%	1	8%	5	38%	6	46%	11	85%
White	230	62	27%	168	73%	2	1%	25	15%	84	50%	57	34%	141	84%
Multiracial	15	2	13%	13	87%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	2	11%	16	89%	0	0%	1	6%	5	31%	10	63%	15	94%
Economically Disadvantaged	70	6	9%	64	91%	1	2%	9	14%	24	38%	30	47%	54	84%
Not Economically Disadvantaged	461	71	15%	390	85%	2	1%	35	9%	156	40%	197	51%	353	91%
English Language Learner	6	0	0%	6	100%	0	0%	2	33%	4	67%	0	0%	4	67%
Non-English Language Learner	525	77	15%	448	85%	3	1%	42	9%	176	39%	227	51%	403	90%
Not in Foster Care	531	77	15%	454	85%	3	1%	44	10%	180	40%	227	50%	407	90%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	530	76	14%	454	86%	3	1%	44	10%	180	40%	227	50%	407	90%
Not Migrant	531	77	15%	454	85%	3	1%	44	10%	180	40%	227	50%	407	90%
Parent Not in Armed Forces	531	77	15%	454	85%	3	1%	44	10%	180	40%	227	50%	407	90%

GRADE 6 MATH RESULTS

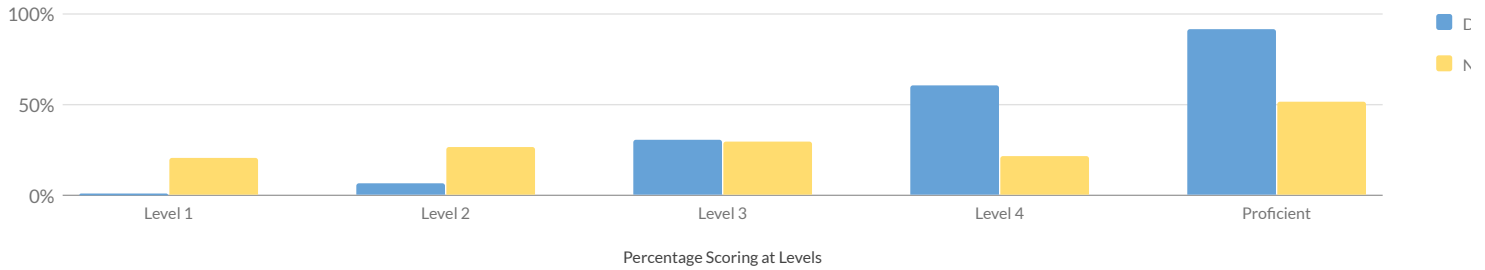
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	621	163	26%	458	74%	5	1%	30	7%	238	52%	185	40%	423	92%
Female	297	86	29%	211	71%	1	0%	11	5%	115	55%	84	40%	199	94%
Male	324	77	24%	247	76%	4	2%	19	8%	123	50%	101	41%	224	91%
General Education Students	552	122	22%	430	78%	1	0%	24	6%	224	52%	181	42%	405	94%
Students with Disabilities	69	41	59%	28	41%	4	14%	6	21%	14	50%	4	14%	18	64%
Asian or Native Hawaiian/Other Pacific Islander	313	26	8%	287	92%	3	1%	14	5%	139	48%	131	46%	270	94%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	12	39%	19	61%	2	11%	0	0%	15	79%	2	11%	17	89%
White	254	115	45%	139	55%	0	0%	15	11%	79	57%	45	32%	124	89%
Multiracial	19	6	32%	13	68%	0	0%	1	8%	5	38%	7	54%	12	92%
Economically Disadvantaged	95	18	19%	77	81%	4	5%	9	12%	44	57%	20	26%	64	83%
Not Economically Disadvantaged	526	145	28%	381	72%	1	0%	21	6%	194	51%	165	43%	359	94%
English Language Learner	12	3	25%	9	75%	2	22%	3	33%	4	44%	0	0%	4	44%
Non-English Language Learner	609	160	26%	449	74%	3	1%	27	6%	234	52%	185	41%	419	93%
Not in Foster Care	621	163	26%	458	74%	5	1%	30	7%	238	52%	185	40%	423	92%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	620	162	26%	458	74%	5	1%	30	7%	238	52%	185	40%	423	92%
Not Migrant	621	163	26%	458	74%	5	1%	30	7%	238	52%	185	40%	423	92%
Parent Not in Armed Forces	621	163	26%	458	74%	5	1%	30	7%	238	52%	185	40%	423	92%

GRADE 7 MATH RESULTS

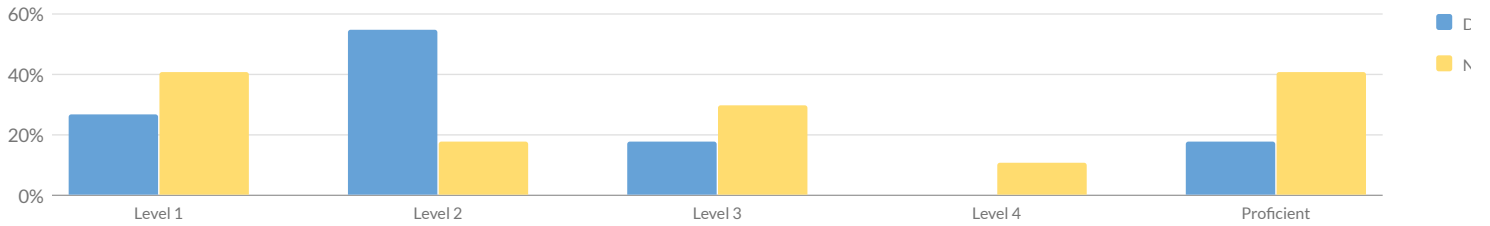
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	540	155	29%	385	71%	5	1%	26	7%	118	31%	236	61%	354	92%
Female	237	74	31%	163	69%	1	1%	11	7%	49	30%	102	63%	151	93%
Male	303	81	27%	222	73%	4	2%	15	7%	69	31%	134	60%	203	91%
General Education Students	489	126	26%	363	74%	2	1%	18	5%	109	30%	234	64%	343	94%
Students with Disabilities	51	29	57%	22	43%	3	14%	8	36%	9	41%	2	9%	11	50%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	269	26	10%	243	90%	2	1%	8	3%	68	28%	165	68%	233	96%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	6	30%	14	70%	0	0%	3	21%	4	29%	7	50%	11	79%
White	236	120	51%	116	49%	3	3%	14	12%	43	37%	56	48%	99	85%
Multiracial	13	3	23%	10	77%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	3	20%	12	80%	0	0%	1	8%	3	25%	8	67%	11	92%
Economically Disadvantaged	80	12	15%	68	85%	0	0%	3	4%	21	31%	44	65%	65	96%
Not Economically Disadvantaged	460	143	31%	317	69%	5	2%	23	7%	97	31%	192	61%	289	91%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	534	153	29%	381	71%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	540	155	29%	385	71%	5	1%	26	7%	118	31%	236	61%	354	92%
Not Homeless	540	155	29%	385	71%	5	1%	26	7%	118	31%	236	61%	354	92%
Not Migrant	540	155	29%	385	71%	5	1%	26	7%	118	31%	236	61%	354	92%
Parent Not in Armed Forces	540	155	29%	385	71%	5	1%	26	7%	118	31%	236	61%	354	92%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

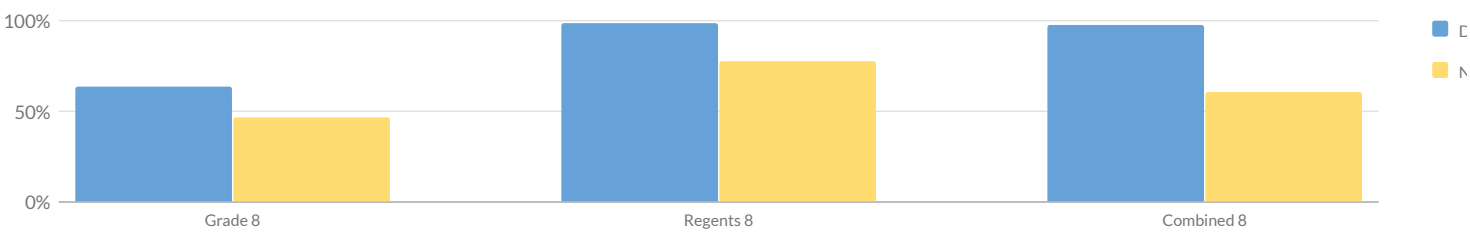


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	604	593	98%	11	2%	3	27%	6	55%	2	18%	0	0%	2	18%
Female	302	297	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
Male	302	296	98%	6	2%	2	33%	3	50%	1	17%	0	0%	1	17%
General Education Students	548	543	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
Students with Disabilities	56	50	89%	6	11%	2	33%	3	50%	1	17%	0	0%	1	17%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	283	279	99%	4	1%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	40	38	95%	2	5%	—	—	—	—	—	—	—	—	—	—
White	263	260	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	590	579	98%	11	2%	3	27%	6	55%	2	18%	0	0%	2	18%
Economically Disadvantaged	79	74	94%	5	6%	1	20%	3	60%	1	20%	0	0%	1	20%
Not Economically Disadvantaged	525	519	99%	6	1%	2	33%	3	50%	1	17%	0	0%	1	17%
English Language Learner	9	8	89%	1	11%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	595	585	98%	10	2%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	604	593	98%	11	2%	3	27%	6	55%	2	18%	0	0%	2	18%
Not Homeless	604	593	98%	11	2%	3	27%	6	55%	2	18%	0	0%	2	18%
Not Migrant	604	593	98%	11	2%	3	27%	6	55%	2	18%	0	0%	2	18%
Parent Not in Armed Forces	604	593	98%	11	2%	3	27%	6	55%	2	18%	0	0%	2	18%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

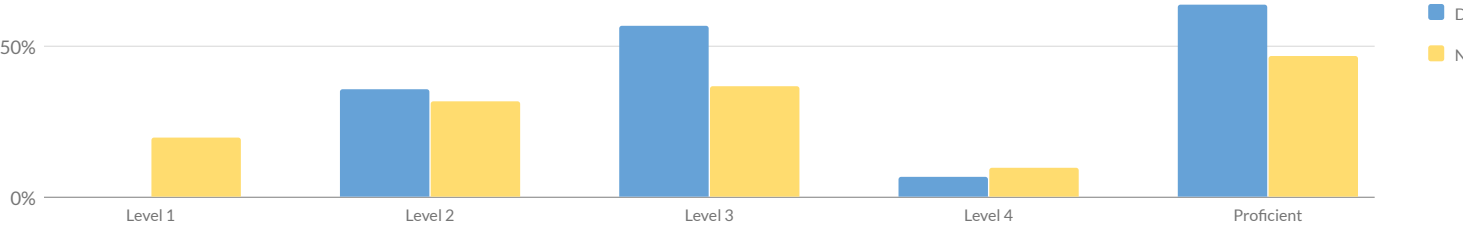
SUMMARY RESULTS



Grade	Percent Proficient														
	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	606	592	98%	14	2%	0	0%	5	36%	8	57%	1	7%	9	64%
Regents 8	—	—	—	542	89%	2	0%	6	1%	88	16%	446	82%	534	99%
Combined 8	606	50	8%	556	92%	2	0%	11	2%	96	17%	447	80%	543	98%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 8 SCIENCE RESULTS

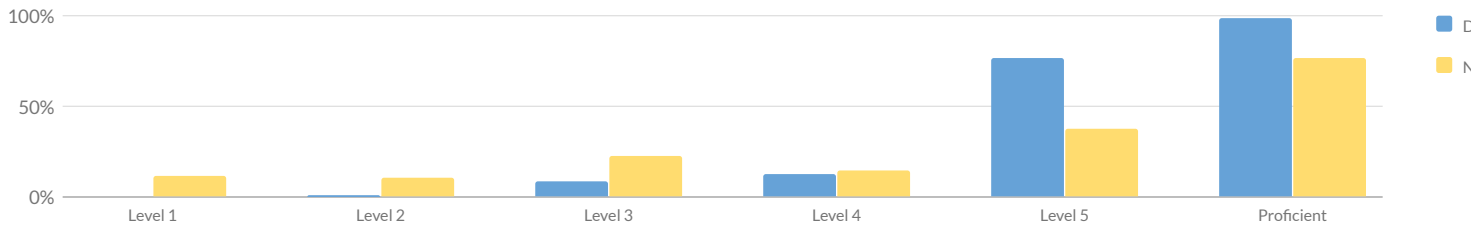


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	606	592	98%	14	2%	0	0%	5	36%	8	57%	1	7%	9	64%
Female	302	299	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Male	304	293	96%	11	4%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	606	592	98%	14	2%	0	0%	5	36%	8	57%	1	7%	9	64%
General Education Students	550	545	99%	5	1%	0	0%	1	20%	3	60%	1	20%	4	80%
Students with Disabilities	56	47	84%	9	16%	0	0%	4	44%	5	56%	0	0%	5	56%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	285	276	97%	9	3%	0	0%	3	33%	5	56%	1	11%	6	67%
Black or African American	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	40	40	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	263	259	98%	4	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	267	262	98%	5	2%	0	0%	2	40%	3	60%	0	0%	3	60%
Economically Disadvantaged	80	76	95%	4	5%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	526	516	98%	10	2%	—	—	—	—	—	—	—	—	—	—
English Language Learner	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	595	583	98%	12	2%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	606	592	98%	14	2%	0	0%	5	36%	8	57%	1	7%	9	64%
Not Homeless	606	592	98%	14	2%	0	0%	5	36%	8	57%	1	7%	9	64%
Not Migrant	606	592	98%	14	2%	0	0%	5	36%	8	57%	1	7%	9	64%
Parent Not in Armed Forces	606	592	98%	14	2%	0	0%	5	36%	8	57%	1	7%	9	64%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

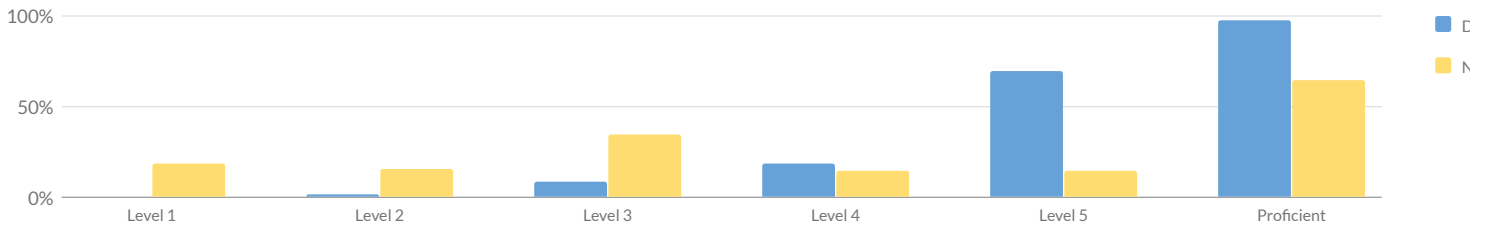
ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percentage Scoring at Levels

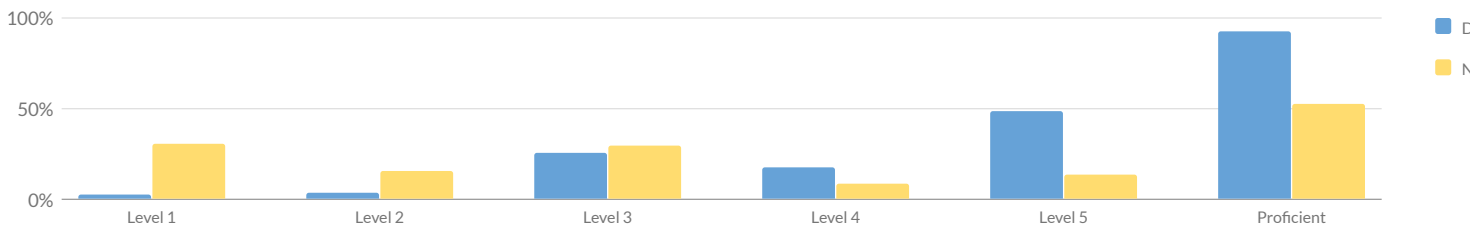
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	540	1	0%	6	1%	46	9%	70	13%	417	77%	533	99%
Female	254	0	0%	2	1%	13	5%	29	11%	210	83%	252	99%
Male	286	1	0%	4	1%	33	12%	41	14%	207	72%	281	98%
General Education Students	484	1	0%	2	0%	29	6%	55	11%	397	82%	481	99%
Students with Disabilities	56	0	0%	4	7%	17	30%	15	27%	20	36%	52	93%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	235	1	0%	3	1%	10	4%	17	7%	204	87%	231	98%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	0	0%	1	3%	4	11%	9	25%	22	61%	35	97%
White	261	0	0%	1	0%	31	12%	42	16%	187	72%	260	100%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	1	13%	2	25%	4	50%	7	88%
Economically Disadvantaged	83	0	0%	4	5%	9	11%	12	14%	58	70%	79	95%
Not Economically Disadvantaged	457	1	0%	2	0%	37	8%	58	13%	359	79%	454	99%
English Language Learner	13	1	8%	2	15%	4	31%	2	15%	4	31%	10	77%
Non-English Language Learner	527	0	0%	4	1%	42	8%	68	13%	413	78%	523	99%
Not in Foster Care	540	1	0%	6	1%	46	9%	70	13%	417	77%	533	99%
Not Homeless	540	1	0%	6	1%	46	9%	70	13%	417	77%	533	99%
Not Migrant	540	1	0%	6	1%	46	9%	70	13%	417	77%	533	99%
Parent Not in Armed Forces	540	1	0%	6	1%	46	9%	70	13%	417	77%	533	99%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



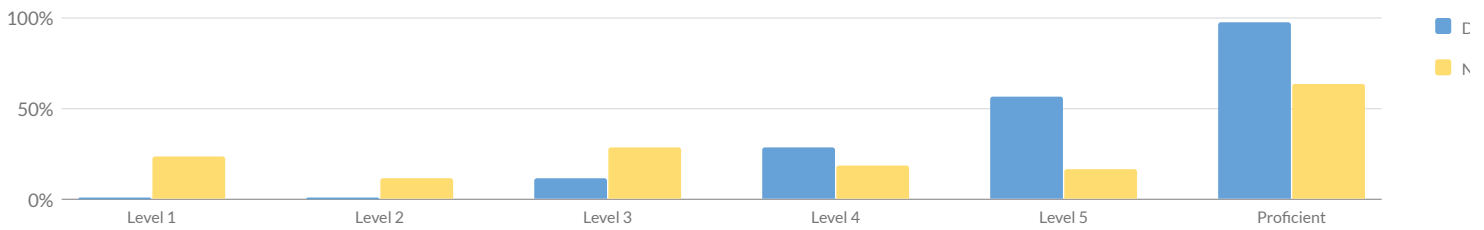
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	639	0	0%	14	2%	58	9%	120	19%	447	70%	625	98%
Female	315	0	0%	6	2%	28	9%	55	17%	226	72%	309	98%
Male	324	0	0%	8	2%	30	9%	65	20%	221	68%	316	98%
General Education Students	586	0	0%	9	2%	35	6%	101	17%	441	75%	577	98%
Students with Disabilities	53	0	0%	5	9%	23	43%	19	36%	6	11%	48	91%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	321	0	0%	4	1%	21	7%	48	15%	248	77%	317	99%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	0	0%	3	7%	9	22%	11	27%	18	44%	38	93%
White	261	0	0%	5	2%	27	10%	58	22%	171	66%	256	98%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	2	13%	1	6%	3	19%	10	63%	14	88%
Economically Disadvantaged	102	0	0%	6	6%	20	20%	23	23%	53	52%	96	94%
Not Economically Disadvantaged	537	0	0%	8	1%	38	7%	97	18%	394	73%	529	99%
English Language Learner	20	0	0%	0	0%	4	20%	7	35%	9	45%	20	100%
Non-English Language Learner	619	0	0%	14	2%	54	9%	113	18%	438	71%	605	98%
Not in Foster Care	639	0	0%	14	2%	58	9%	120	19%	447	70%	625	98%
Not Homeless	639	0	0%	14	2%	58	9%	120	19%	447	70%	625	98%
Not Migrant	639	0	0%	14	2%	58	9%	120	19%	447	70%	625	98%
Parent Not in Armed Forces	639	0	0%	14	2%	58	9%	120	19%	447	70%	625	98%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



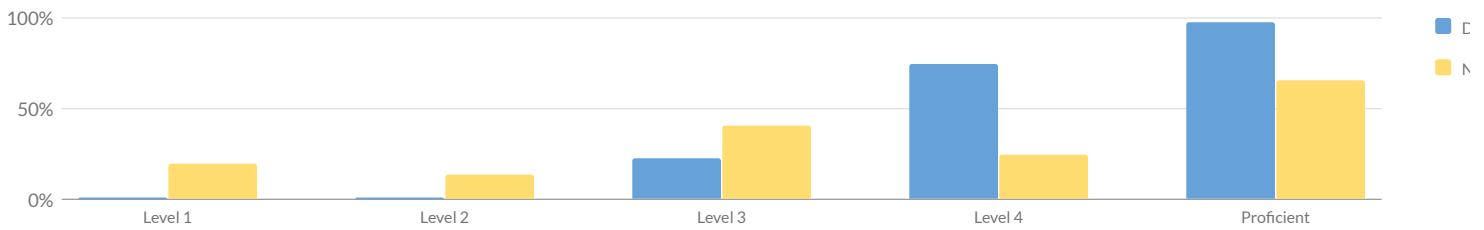
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	604	18	3%	26	4%	159	26%	108	18%	293	49%	560	93%
Female	296	12	4%	9	3%	79	27%	49	17%	147	50%	275	93%
Male	308	6	2%	17	6%	80	26%	59	19%	146	47%	285	93%
General Education Students	558	7	1%	18	3%	138	25%	105	19%	290	52%	533	96%
Students with Disabilities	46	11	24%	8	17%	21	46%	3	7%	3	7%	27	59%
Asian or Native Hawaiian/Other Pacific Islander	288	3	1%	6	2%	63	22%	38	13%	178	62%	279	97%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	2	7%	13	48%	6	22%	4	15%	23	85%
White	271	12	4%	17	6%	80	30%	58	21%	104	38%	242	89%
Multiracial	16	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	1	6%	1	6%	3	17%	6	33%	7	39%	16	89%
Economically Disadvantaged	80	4	5%	3	4%	33	41%	13	16%	27	34%	73	91%
Not Economically Disadvantaged	524	14	3%	23	4%	126	24%	95	18%	266	51%	487	93%
English Language Learner	10	1	10%	2	20%	2	20%	1	10%	4	40%	7	70%
Non-English Language Learner	594	17	3%	24	4%	157	26%	107	18%	289	49%	553	93%
Not in Foster Care	604	18	3%	26	4%	159	26%	108	18%	293	49%	560	93%
Not Homeless	604	18	3%	26	4%	159	26%	108	18%	293	49%	560	93%
Not Migrant	604	18	3%	26	4%	159	26%	108	18%	293	49%	560	93%
Parent Not in Armed Forces	604	18	3%	26	4%	159	26%	108	18%	293	49%	560	93%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	558	5	1%	5	1%	66	12%	162	29%	320	57%	548	98%
Female	274	3	1%	2	1%	34	12%	82	30%	153	56%	269	98%
Male	284	2	1%	3	1%	32	11%	80	28%	167	59%	279	98%
General Education Students	526	2	0%	3	1%	50	10%	156	30%	315	60%	521	99%
Students with Disabilities	32	3	9%	2	6%	16	50%	6	19%	5	16%	27	84%
Asian or Native Hawaiian/Other Pacific Islander	278	1	0%	0	0%	19	7%	65	23%	193	69%	277	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	2	9%	5	23%	9	41%	5	23%	19	86%
White	251	3	1%	3	1%	41	16%	86	34%	118	47%	245	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Economically Disadvantaged	89	3	3%	1	1%	18	20%	21	24%	46	52%	85	96%
Not Economically Disadvantaged	469	2	0%	4	1%	48	10%	141	30%	274	58%	463	99%
English Language Learner	8	0	0%	0	0%	3	38%	2	25%	3	38%	8	100%
Non-English Language Learner	550	5	1%	5	1%	63	11%	160	29%	317	58%	540	98%
Not in Foster Care	558	5	1%	5	1%	66	12%	162	29%	320	57%	548	98%
Not Homeless	558	5	1%	5	1%	66	12%	162	29%	320	57%	548	98%
Not Migrant	558	5	1%	5	1%	66	12%	162	29%	320	57%	548	98%
Parent Not in Armed Forces	558	5	1%	5	1%	66	12%	162	29%	320	57%	548	98%

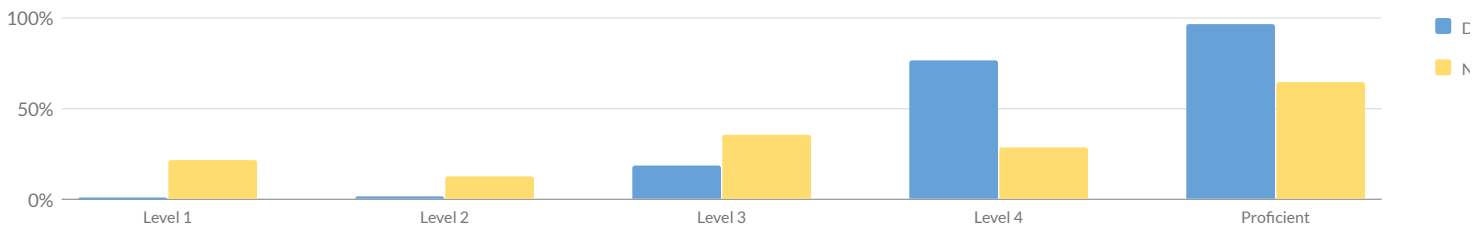
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	586	4	1%	6	1%	135	23%	441	75%	576	98%
Female	286	1	0%	1	0%	73	26%	211	74%	284	99%
Male	300	3	1%	5	2%	62	21%	230	77%	292	97%
General Education Students	530	1	0%	2	0%	101	19%	426	80%	527	99%
Students with Disabilities	56	3	5%	4	7%	34	61%	15	27%	49	88%
Asian or Native Hawaiian/Other Pacific Islander	263	1	0%	2	1%	40	15%	220	84%	260	99%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	0	0%	1	3%	14	48%	14	48%	28	97%
White	275	3	1%	2	1%	76	28%	194	71%	270	98%
Multiracial	17	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	0	0%	1	5%	5	26%	13	68%	18	95%
Economically Disadvantaged	82	0	0%	2	2%	28	34%	52	63%	80	98%
Not Economically Disadvantaged	504	4	1%	4	1%	107	21%	389	77%	496	98%
English Language Learner	11	0	0%	1	9%	6	55%	4	36%	10	91%
Non-English Language Learner	575	4	1%	5	1%	129	22%	437	76%	566	98%
Not in Foster Care	586	4	1%	6	1%	135	23%	441	75%	576	98%
Not Homeless	586	4	1%	6	1%	135	23%	441	75%	576	98%
Not Migrant	586	4	1%	6	1%	135	23%	441	75%	576	98%
Parent Not in Armed Forces	586	4	1%	6	1%	135	23%	441	75%	576	98%

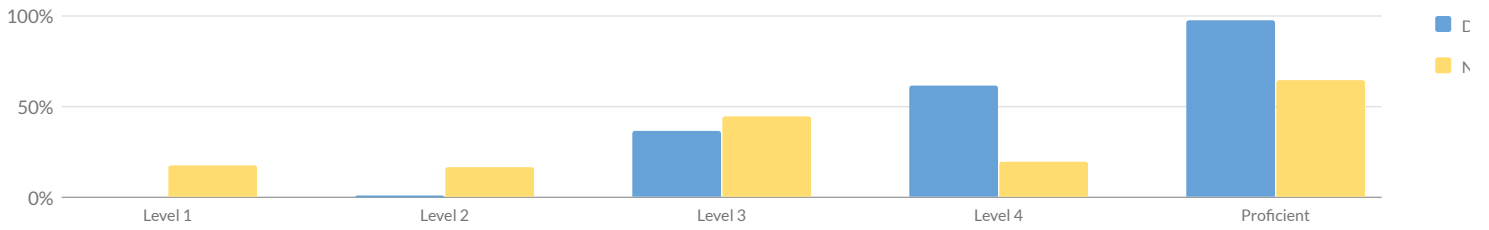
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	607	7	1%	13	2%	118	19%	469	77%	587	97%
Female	310	5	2%	8	3%	60	19%	237	76%	297	96%
Male	297	2	1%	5	2%	58	20%	232	78%	290	98%
General Education Students	559	3	1%	4	1%	97	17%	455	81%	552	99%
Students with Disabilities	48	4	8%	9	19%	21	44%	14	29%	35	73%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	303	2	1%	3	1%	51	17%	247	82%	298	98%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	35	1	3%	1	3%	9	26%	24	69%	33	94%
White	255	3	1%	9	4%	56	22%	187	73%	243	95%
Multiracial	11	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	0	0%	2	14%	11	79%	13	93%
Economically Disadvantaged	91	4	4%	2	2%	23	25%	62	68%	85	93%
Not Economically Disadvantaged	516	3	1%	11	2%	95	18%	407	79%	502	97%
English Language Learner	18	1	6%	0	0%	5	28%	12	67%	17	94%
Non-English Language Learner	589	6	1%	13	2%	113	19%	457	78%	570	97%
Not in Foster Care	607	7	1%	13	2%	118	19%	469	77%	587	97%
Not Homeless	607	7	1%	13	2%	118	19%	469	77%	587	97%
Not Migrant	607	7	1%	13	2%	118	19%	469	77%	587	97%
Parent Not in Armed Forces	607	7	1%	13	2%	118	19%	469	77%	587	97%

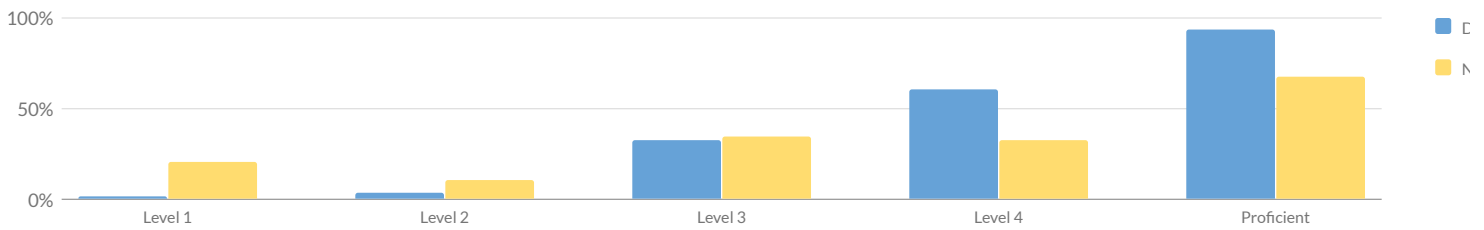
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	501	1	0%	7	1%	183	37%	310	62%	493	98%
Female	241	1	0%	4	2%	86	36%	150	62%	236	98%
Male	260	0	0%	3	1%	97	37%	160	62%	257	99%
General Education Students	488	1	0%	4	1%	176	36%	307	63%	483	99%
Students with Disabilities	13	0	0%	3	23%	7	54%	3	23%	10	77%
Asian or Native Hawaiian/Other Pacific Islander	278	1	0%	3	1%	90	32%	184	66%	274	99%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	0	0%	7	54%	6	46%	13	100%
White	204	0	0%	4	2%	86	42%	114	56%	200	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	6	100%	6	100%
Economically Disadvantaged	78	1	1%	2	3%	33	42%	42	54%	75	96%
Not Economically Disadvantaged	423	0	0%	5	1%	150	35%	268	63%	418	99%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	500	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	501	1	0%	7	1%	183	37%	310	62%	493	98%
Not Homeless	501	1	0%	7	1%	183	37%	310	62%	493	98%
Not Migrant	501	1	0%	7	1%	183	37%	310	62%	493	98%
Parent Not in Armed Forces	501	1	0%	7	1%	183	37%	310	62%	493	98%

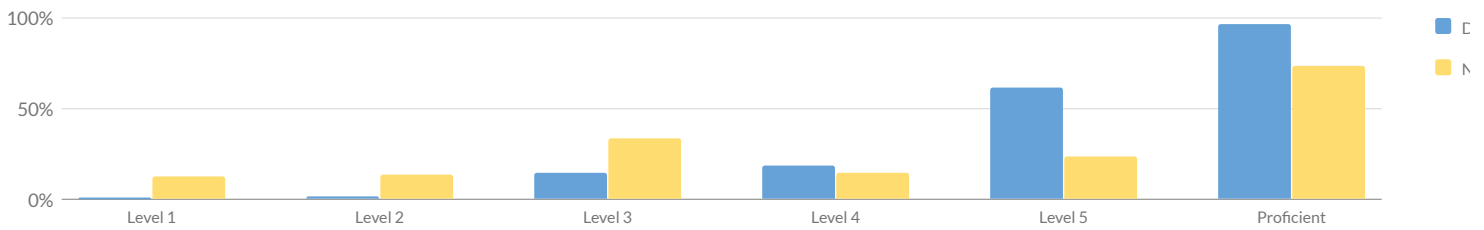
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

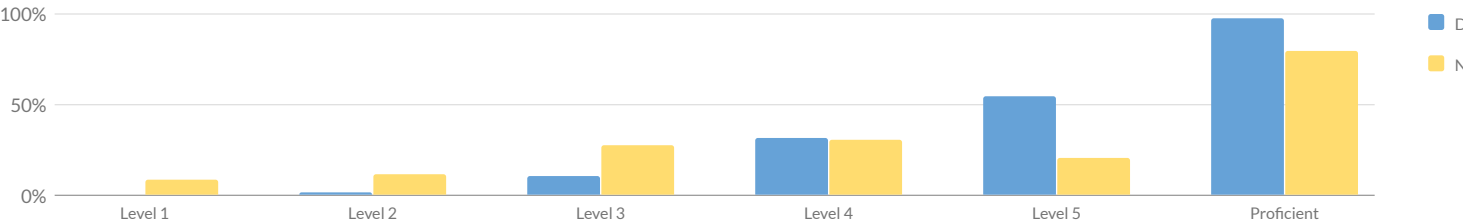
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	365	6	2%	15	4%	122	33%	222	61%	344	94%
Female	169	2	1%	8	5%	59	35%	100	59%	159	94%
Male	196	4	2%	7	4%	63	32%	122	62%	185	94%
General Education Students	356	6	2%	15	4%	117	33%	218	61%	335	94%
Students with Disabilities	9	0	0%	0	0%	5	56%	4	44%	9	100%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	172	3	2%	7	4%	45	26%	117	68%	162	94%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	1	6%	9	56%	6	38%	15	94%
White	170	2	1%	6	4%	65	38%	97	57%	162	95%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	3	43%	2	29%	5	71%
Economically Disadvantaged	46	0	0%	4	9%	7	15%	35	76%	42	91%
Not Economically Disadvantaged	319	6	2%	11	3%	115	36%	187	59%	302	95%
Non-English Language Learner	365	6	2%	15	4%	122	33%	222	61%	344	94%
Not in Foster Care	365	6	2%	15	4%	122	33%	222	61%	344	94%
Not Homeless	365	6	2%	15	4%	122	33%	222	61%	344	94%
Not Migrant	365	6	2%	15	4%	122	33%	222	61%	344	94%
Parent Not in Armed Forces	365	6	2%	15	4%	122	33%	222	61%	344	94%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	597	5	1%	13	2%	91	15%	116	19%	372	62%	579	97%
Female	294	3	1%	8	3%	55	19%	51	17%	177	60%	283	96%
Male	303	2	1%	5	2%	36	12%	65	21%	195	64%	296	98%
General Education Students	551	3	1%	7	1%	76	14%	101	18%	364	66%	541	98%
Students with Disabilities	46	2	4%	6	13%	15	33%	15	33%	8	17%	38	83%
Asian or Native Hawaiian/Other Pacific Islander	301	1	0%	4	1%	32	11%	51	17%	213	71%	296	98%
Black or African American	6	1	17%	1	17%	2	33%	1	17%	1	17%	4	67%
Hispanic or Latino	24	1	4%	2	8%	8	33%	5	21%	8	33%	21	88%
White	261	2	1%	6	2%	48	18%	57	22%	148	57%	253	97%
Multiracial	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Economically Disadvantaged	95	2	2%	4	4%	16	17%	24	25%	49	52%	89	94%
Not Economically Disadvantaged	502	3	1%	9	2%	75	15%	92	18%	323	64%	490	98%
English Language Learner	10	0	0%	3	30%	5	50%	1	10%	1	10%	7	70%
Non-English Language Learner	587	5	1%	10	2%	86	15%	115	20%	371	63%	572	97%
Not in Foster Care	597	5	1%	13	2%	91	15%	116	19%	372	62%	579	97%
Not Homeless	597	5	1%	13	2%	91	15%	116	19%	372	62%	579	97%
Not Migrant	597	5	1%	13	2%	91	15%	116	19%	372	62%	579	97%
Parent Not in Armed Forces	597	5	1%	13	2%	91	15%	116	19%	372	62%	579	97%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



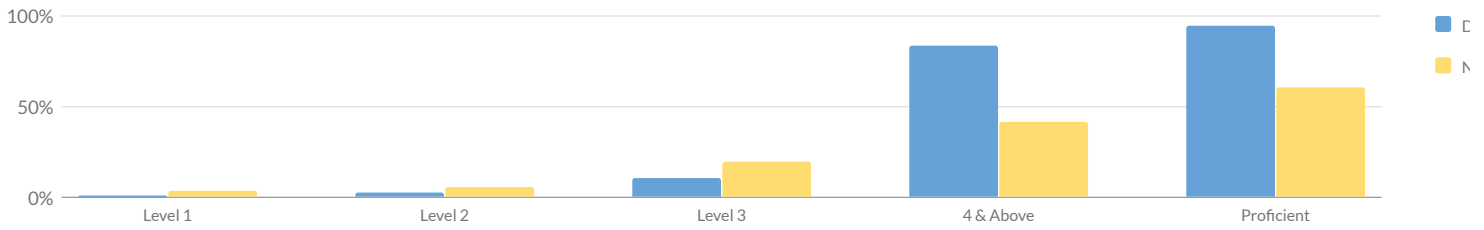
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	533	0	0%	13	2%	60	11%	168	32%	292	55%	520	98%
Female	250	0	0%	6	2%	26	10%	76	30%	142	57%	244	98%
Male	283	0	0%	7	2%	34	12%	92	33%	150	53%	276	98%
General Education Students	478	0	0%	5	1%	41	9%	149	31%	283	59%	473	99%
Students with Disabilities	55	0	0%	8	15%	19	35%	19	35%	9	16%	47	85%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	232	0	0%	4	2%	11	5%	51	22%	166	72%	228	98%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	35	0	0%	5	14%	6	17%	11	31%	13	37%	30	86%
White	258	0	0%	4	2%	41	16%	102	40%	111	43%	254	98%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	2	25%	4	50%	2	25%	8	100%
Economically Disadvantaged	78	0	0%	5	6%	7	9%	20	26%	46	59%	73	94%
Not Economically Disadvantaged	455	0	0%	8	2%	53	12%	148	33%	246	54%	447	98%
English Language Learner	11	0	0%	2	18%	0	0%	5	45%	4	36%	9	82%
Non-English Language Learner	522	0	0%	11	2%	60	11%	163	31%	288	55%	511	98%
Not in Foster Care	533	0	0%	13	2%	60	11%	168	32%	292	55%	520	98%
Not Homeless	533	0	0%	13	2%	60	11%	168	32%	292	55%	520	98%
Not Migrant	533	0	0%	13	2%	60	11%	168	32%	292	55%	520	98%
Parent Not in Armed Forces	533	0	0%	13	2%	60	11%	168	32%	292	55%	520	98%

TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	10	2%	551	98%	3	1%	15	3%	62	11%	471	84%	533	95%
Female	267	6	2%	261	98%	0	0%	5	2%	21	8%	235	88%	256	96%
Male	294	4	1%	290	99%	3	1%	10	3%	41	14%	236	80%	277	94%
General Education Students	489	3	1%	486	99%	0	0%	8	2%	43	9%	435	89%	478	98%
Students with Disabilities	72	7	10%	65	90%	3	4%	7	10%	19	26%	36	50%	55	76%
Asian or Native Hawaiian/Other Pacific Islander	221	2	1%	219	99%	0	0%	6	3%	20	9%	193	87%	213	96%
Black or African American	5	0	0%	5	100%	0	0%	1	20%	0	0%	4	80%	4	80%
Hispanic or Latino	31	1	3%	30	97%	1	3%	1	3%	6	19%	22	71%	28	90%
White	293	6	2%	287	98%	2	1%	7	2%	34	12%	244	83%	278	95%
Multiracial	11	1	9%	10	91%	0	0%	0	0%	2	18%	8	73%	10	91%
Economically Disadvantaged	84	4	5%	80	95%	0	0%	4	5%	19	23%	57	68%	76	90%
Not Economically Disadvantaged	477	6	1%	471	99%	3	1%	11	2%	43	9%	414	87%	457	96%
English Language Learner	6	0	0%	6	100%	0	0%	3	50%	1	17%	2	33%	3	50%
Non-English Language Learner	555	10	2%	545	98%	3	1%	12	2%	61	11%	469	85%	530	95%
Not in Foster Care	561	10	2%	551	98%	3	1%	15	3%	62	11%	471	84%	533	95%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	560	9	—	551	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	561	10	2%	551	98%	3	1%	15	3%	62	11%	471	84%	533	95%
Parent Not in Armed Forces	561	10	2%	551	98%	3	1%	15	3%	62	11%	471	84%	533	95%

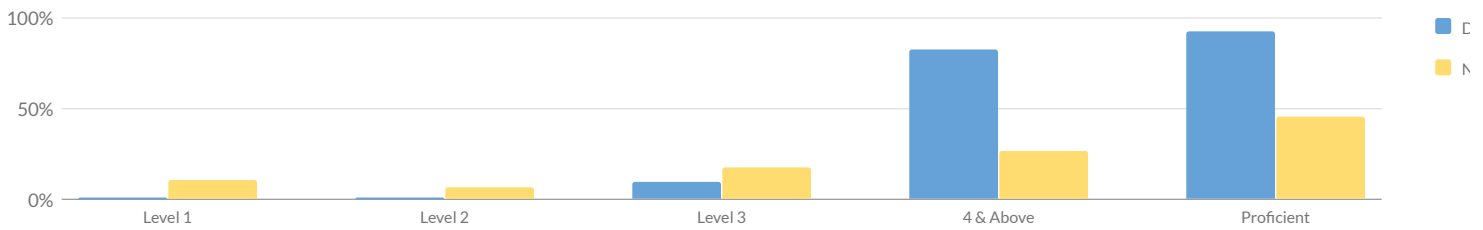
2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	6	1	17	5	83
Female	2	0	0	2	100
Male	4	1	25	3	75
General Education Students	6	1	17	5	83
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Hispanic or Latino	1	0	0	1	100
White	1	1	100	0	0
Economically Disadvantaged	3	0	0	3	100
Not Economically Disadvantaged	3	1	33	2	67
Non-English Language Learner	6	1	17	5	83
Not in Foster Care	6	1	17	5	83
Not Homeless	6	1	17	5	83
Not Migrant	6	1	17	5	83
Parent Not in Armed Forces	6	1	17	5	83

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	26	5%	535	95%	8	1%	3	1%	58	10%	466	83%	524	93%
Female	267	10	4%	257	96%	5	2%	1	0%	24	9%	227	85%	251	94%
Male	294	16	5%	278	95%	3	1%	2	1%	34	12%	239	81%	273	93%
General Education Students	489	11	2%	478	98%	1	0%	0	0%	35	7%	442	90%	477	98%
Students with Disabilities	72	15	21%	57	79%	7	10%	3	4%	23	32%	24	33%	47	65%
Asian or Native Hawaiian/Other Pacific Islander	221	4	2%	217	98%	1	0%	0	0%	14	6%	202	91%	216	98%
Black or African American	5	1	20%	4	80%	1	20%	0	0%	0	0%	3	60%	3	60%
Hispanic or Latino	31	3	10%	28	90%	2	6%	1	3%	5	16%	20	65%	25	81%
White	293	18	6%	275	94%	3	1%	2	1%	36	12%	234	80%	270	92%
Multiracial	11	0	0%	11	100%	1	9%	0	0%	3	27%	7	64%	10	91%
Economically Disadvantaged	84	9	11%	75	89%	3	4%	0	0%	19	23%	53	63%	72	86%
Not Economically Disadvantaged	477	17	4%	460	96%	5	1%	3	1%	39	8%	413	87%	452	95%
English Language Learner	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Non-English Language Learner	555	26	5%	529	95%	8	1%	3	1%	58	10%	460	83%	518	93%
Not in Foster Care	561	26	5%	535	95%	8	1%	3	1%	58	10%	466	83%	524	93%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	560	26	—	534	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	561	26	5%	535	95%	8	1%	3	1%	58	10%	466	83%	524	93%
Parent Not in Armed Forces	561	26	5%	535	95%	8	1%	3	1%	58	10%	466	83%	524	93%

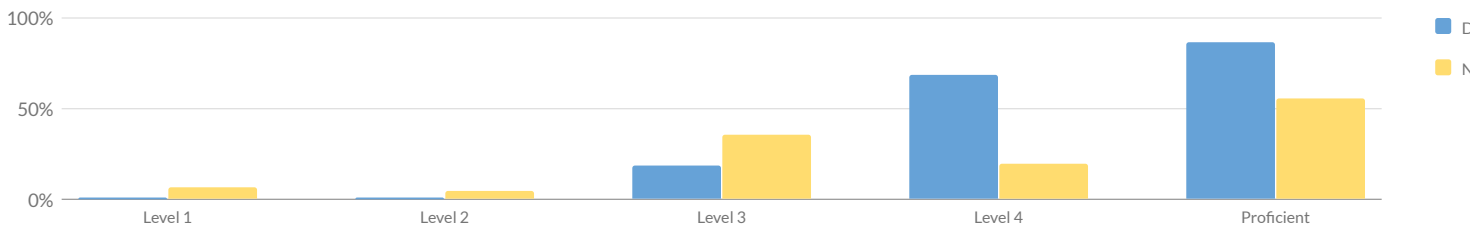
2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	545	21	4	524	96
Female	260	8	3	252	97
Male	285	13	5	272	95
General Education Students	480	10	2	470	98
Students with Disabilities	65	11	17	54	83
Asian or Native Hawaiian/Other Pacific Islander	212	2	1	210	99
Black or African American	5	1	20	4	80
Hispanic or Latino	30	3	10	27	90
White	288	15	5	273	95
Multiracial	10	0	0	10	100
Economically Disadvantaged	78	8	10	70	90
Not Economically Disadvantaged	467	13	3	454	97
English Language Learner	3	0	0	3	100
Non-English Language Learner	542	21	4	521	96
Not in Foster Care	545	21	4	524	96
Not Homeless	545	21	4	524	96
Not Migrant	545	21	4	524	96
Parent Not in Armed Forces	545	21	4	524	96

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	58	10%	503	90%	8	1%	6	1%	104	19%	385	69%	489	87%
Female	267	20	7%	247	93%	4	1%	5	2%	53	20%	185	69%	238	89%
Male	294	38	13%	256	87%	4	1%	1	0%	51	17%	200	68%	251	85%
General Education Students	489	20	4%	469	96%	6	1%	5	1%	85	17%	373	76%	458	94%
Students with Disabilities	72	38	53%	34	47%	2	3%	1	1%	19	26%	12	17%	31	43%
Asian or Native Hawaiian/Other Pacific Islander	221	13	6%	208	94%	4	2%	1	0%	35	16%	168	76%	203	92%
Black or African American	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Hispanic or Latino	31	9	29%	22	71%	1	3%	0	0%	4	13%	17	55%	21	68%
White	293	34	12%	259	88%	2	1%	5	2%	62	21%	190	65%	252	86%
Multiracial	11	1	9%	10	91%	1	9%	0	0%	2	18%	7	64%	9	82%
Economically Disadvantaged	84	17	20%	67	80%	5	6%	2	2%	16	19%	44	52%	60	71%
Not Economically Disadvantaged	477	41	9%	436	91%	3	1%	4	1%	88	18%	341	71%	429	90%
English Language Learner	6	2	33%	4	67%	1	17%	0	0%	2	33%	1	17%	3	50%
Non-English Language Learner	555	56	10%	499	90%	7	1%	6	1%	102	18%	384	69%	486	88%
Not in Foster Care	561	58	10%	503	90%	8	1%	6	1%	104	19%	385	69%	489	87%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	560	58	—	502	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	561	58	10%	503	90%	8	1%	6	1%	104	19%	385	69%	489	87%
Parent Not in Armed Forces	561	58	10%	503	90%	8	1%	6	1%	104	19%	385	69%	489	87%

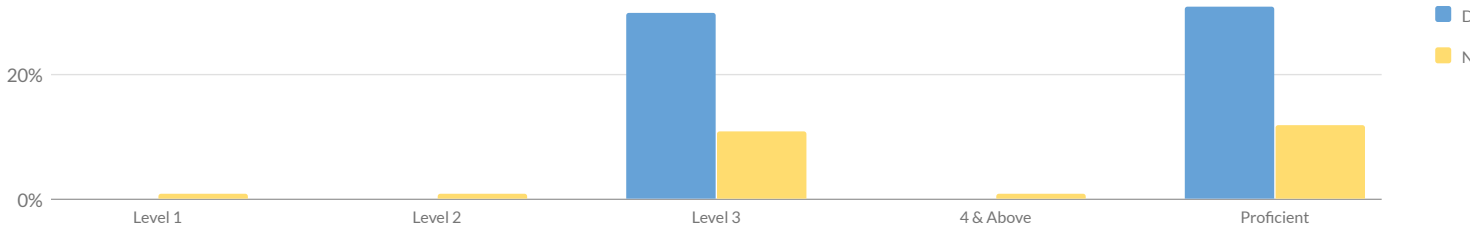
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	547	52	10	495	90
Female	261	19	7	242	93
Male	286	33	12	253	88
General Education Students	482	18	4	464	96
Students with Disabilities	65	34	52	31	48
Asian or Native Hawaiian/Other Pacific Islander	213	8	4	205	96
Black or African American	5	1	20	4	80
Hispanic or Latino	30	9	30	21	70
White	289	33	11	256	89
Multiracial	10	1	10	9	90
Economically Disadvantaged	78	15	19	63	81
Not Economically Disadvantaged	469	37	8	432	92
English Language Learner	3	1	33	2	67
Non-English Language Learner	544	51	9	493	91
Not in Foster Care	547	52	10	495	90
Not Homeless	547	52	10	495	90
Not Migrant	547	52	10	495	90
Parent Not in Armed Forces	547	52	10	495	90

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	388	69%	173	31%	0	0%	0	0%	171	30%	2	0%	173	31%
Female	267	184	69%	83	31%	0	0%	0	0%	82	31%	1	0%	83	31%
Male	294	204	69%	90	31%	0	0%	0	0%	89	30%	1	0%	90	31%
General Education Students	489	319	65%	170	35%	0	0%	0	0%	168	34%	2	0%	170	35%
Students with Disabilities	72	69	96%	3	4%	0	0%	0	0%	3	4%	0	0%	3	4%
Asian or Native Hawaiian/Other Pacific Islander	221	122	55%	99	45%	0	0%	0	0%	97	44%	2	1%	99	45%
Black or African American	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Hispanic or Latino	31	23	74%	8	26%	0	0%	0	0%	8	26%	0	0%	8	26%
White	293	229	78%	64	22%	0	0%	0	0%	64	22%	0	0%	64	22%
Multiracial	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Economically Disadvantaged	84	63	75%	21	25%	0	0%	0	0%	20	24%	1	1%	21	25%
Not Economically Disadvantaged	477	325	68%	152	32%	0	0%	0	0%	151	32%	1	0%	152	32%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	555	382	69%	173	31%	0	0%	0	0%	171	31%	2	0%	173	31%
Not in Foster Care	561	388	69%	173	31%	0	0%	0	0%	171	30%	2	0%	173	31%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	560	387	—	173	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	561	388	69%	173	31%	0	0%	0	0%	171	30%	2	0%	173	31%
Parent Not in Armed Forces	561	388	69%	173	31%	0	0%	0	0%	171	30%	2	0%	173	31%

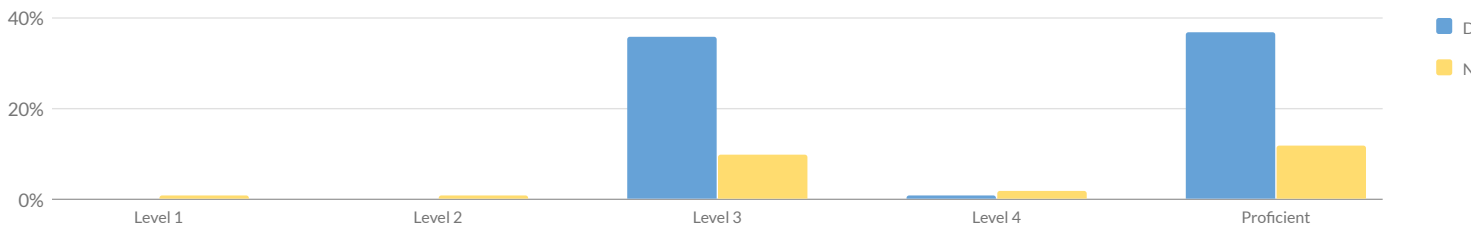
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	542	371	68	171	32
Female	258	176	68	82	32
Male	284	195	69	89	31
General Education Students	480	312	65	168	35
Students with Disabilities	62	59	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	212	115	54	97	46
Black or African American	5	4	80	1	20
Hispanic or Latino	29	21	72	8	28
White	286	222	78	64	22
Multiracial	10	9	90	1	10
Economically Disadvantaged	76	56	74	20	26
Not Economically Disadvantaged	466	315	68	151	32
English Language Learner	3	3	100	0	0
Non-English Language Learner	539	368	68	171	32
Not in Foster Care	542	371	68	171	32
Not Homeless	542	371	68	171	32
Not Migrant	542	371	68	171	32
Parent Not in Armed Forces	542	371	68	171	32

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	354	63%	207	37%	0	0%	0	0%	203	36%	4	1%	207	37%
Female	267	172	64%	95	36%	0	0%	0	0%	94	35%	1	0%	95	36%
Male	294	182	62%	112	38%	0	0%	0	0%	109	37%	3	1%	112	38%
General Education Students	489	286	58%	203	42%	0	0%	0	0%	199	41%	4	1%	203	42%
Students with Disabilities	72	68	94%	4	6%	0	0%	0	0%	4	6%	0	0%	4	6%
Asian or Native Hawaiian/Other Pacific Islander	221	117	53%	104	47%	0	0%	0	0%	100	45%	4	2%	104	47%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	21	68%	10	32%	0	0%	0	0%	10	32%	0	0%	10	32%
White	293	202	69%	91	31%	0	0%	0	0%	91	31%	0	0%	91	31%
Multiracial	11	9	82%	2	18%	0	0%	0	0%	2	18%	0	0%	2	18%
Economically Disadvantaged	84	59	70%	25	30%	0	0%	0	0%	23	27%	2	2%	25	30%
Not Economically Disadvantaged	477	295	62%	182	38%	0	0%	0	0%	180	38%	2	0%	182	38%
English Language Learner	6	4	67%	2	33%	0	0%	0	0%	0	0%	2	33%	2	33%
Non-English Language Learner	555	350	63%	205	37%	0	0%	0	0%	203	37%	2	0%	205	37%
Not in Foster Care	561	354	63%	207	37%	0	0%	0	0%	203	36%	4	1%	207	37%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	560	353	—	207	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	561	354	63%	207	37%	0	0%	0	0%	203	36%	4	1%	207	37%
Parent Not in Armed Forces	561	354	63%	207	37%	0	0%	0	0%	203	36%	4	1%	207	37%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	543	340	63	203	37
Female	259	165	64	94	36
Male	284	175	62	109	38
General Education Students	482	282	59	200	41
Students with Disabilities	61	58	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	215	115	53	100	47
Black or African American	5	5	100	0	0
Hispanic or Latino	30	20	67	10	33
White	283	192	68	91	32
Multiracial	10	8	80	2	20
Economically Disadvantaged	78	55	71	23	29
Not Economically Disadvantaged	465	285	61	180	39
English Language Learner	4	4	100	0	0
Non-English Language Learner	539	336	62	203	38
Not in Foster Care	543	340	63	203	37
Not Homeless	543	340	63	203	37
Not Migrant	543	340	63	203	37
Parent Not in Armed Forces	543	340	63	203	37

See report card Glossary and Guide for criteria used to include students in this table.

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	47	0	0%	47	100%	0	0%	2	4%	4	9%	18	38%	23	49%
Grade 1	52	0	0%	52	100%	0	0%	1	2%	12	23%	19	37%	20	38%
Grade 2	25	0	0%	25	100%	0	0%	2	8%	1	4%	6	24%	16	64%
Grade 3	27	1	4%	26	96%	0	0%	0	0%	3	12%	10	38%	13	50%
Grade 4	21	0	0%	21	100%	0	0%	0	0%	3	14%	8	38%	10	48%
Grade 5	6	0	0%	6	100%	0	0%	0	0%	1	17%	1	17%	4	67%
Grade 6	12	0	0%	12	100%	1	8%	2	17%	1	8%	1	8%	7	58%
Grade 7	6	0	0%	6	100%	1	17%	0	0%	0	0%	5	83%	0	0%
Grade 8	11	2	18%	9	82%	1	11%	2	22%	1	11%	1	11%	4	44%
Grade 9	12	0	0%	12	100%	0	0%	1	8%	1	8%	8	67%	2	17%
Grade 10	12	0	0%	12	100%	0	0%	1	8%	3	25%	5	42%	3	25%
Grade 11	9	0	0%	9	100%	0	0%	0	0%	2	22%	1	11%	6	67%
Grade 12	7	0	0%	7	100%	0	0%	0	0%	0	0%	3	43%	4	57%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Grade 5 Math	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
Grade 6 ELA	10	1	10%	9	90%	0	0%	3	33%	5	56%	1	11%	6	67%
Grade 6 Math	10	1	10%	9	90%	2	22%	2	22%	2	22%	3	33%	5	56%
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	6	0	0%	6	100%	0	0%	1	17%	5	83%	0	0%	5	83%
Grade 8 Math	6	0	0%	6	100%	1	17%	1	17%	4	67%	0	0%	4	67%
Grade 8 Science	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Secondary-Level ELA	26	21	81%	5	19%	0	0%	2	40%	3	60%	0	0%	3	60%
Secondary-Level Math	26	21	81%	5	19%	1	20%	1	20%	1	20%	2	40%	3	60%
Secondary-Level Science	26	21	81%	5	19%	0	0%	1	20%	3	60%	1	20%	4	80%

See report card Glossary and Guide for criteria used to include students in this table.

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MARCH 12, 2024, 1:51 PM EST

SYOSSET CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 224
K-12 Former ELL Enrollment:
339

ELL ENROLLMENT

MALE

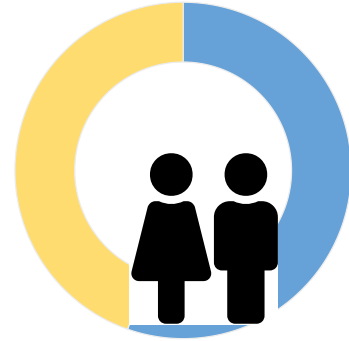
124

55%

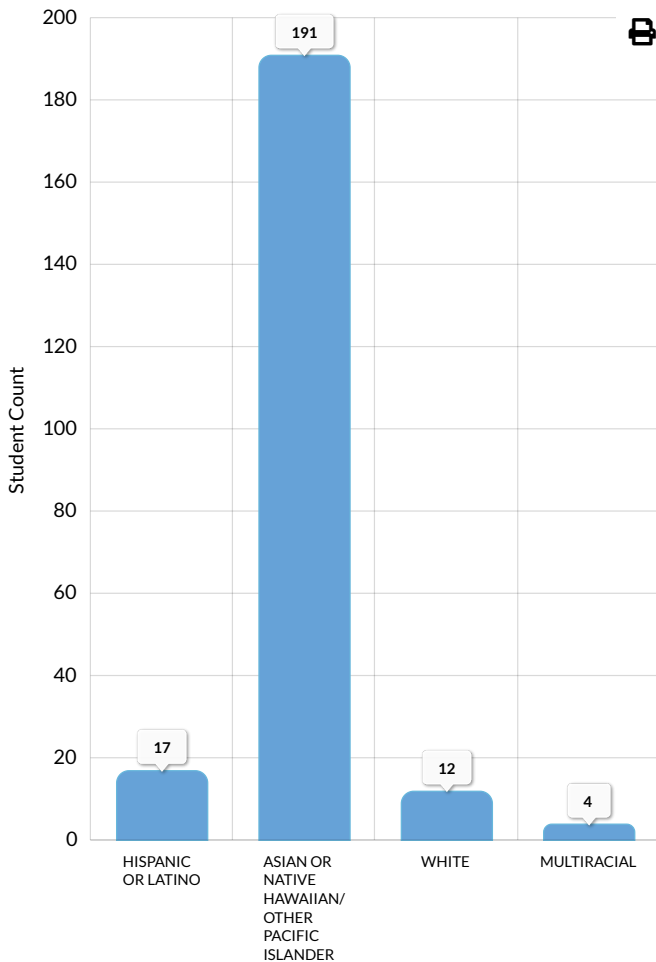
FEMALE

100

45%



ELL ENROLLMENT BY ETHNICITY



HISPANIC OR LATINO

17

8%

**ASIAN OR NATIVE HAWAIIAN/OTHER
PACIFIC ISLANDER**

191

85%

WHITE

12

5%

MULTIRACIAL

4

2%

OTHER GROUPS**STUDENTS WITH DISABILITIES**

▼	
37	17%

ECONOMICALLY DISADVANTAGED

▼	
98	44%

ELL ENROLLMENT BY GRADE

Export operation took longer than expected. Something might have gone wrong.

K (FULL DAY)

▼	
42	19%

1ST GRADE

▼	
49	22%

2ND GRADE

▼	
26	12%

3RD GRADE

▼	
24	11%

4TH GRADE

▼	
18	8%

5TH GRADE

▼	
6	3%

6TH GRADE

▼	
11	5%

**UNGRADED
ELEMENTARY**

▼	
1	0%

7TH GRADE

▼	
5	2%

8TH GRADE

▼	
6	3%

9TH GRADE

▼	
10	4%

10TH GRADE

▼	
9	4%

11TH GRADE		12TH GRADE		UNGRADED SECONDARY	
▼		▼		▼	
8	4%	7	3%	2	1%

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1 Chinese
- 2 Korean
- 3 Spanish
- 4 Japanese
- 5 Russian

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
178	55	18	1

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
251	0	0

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

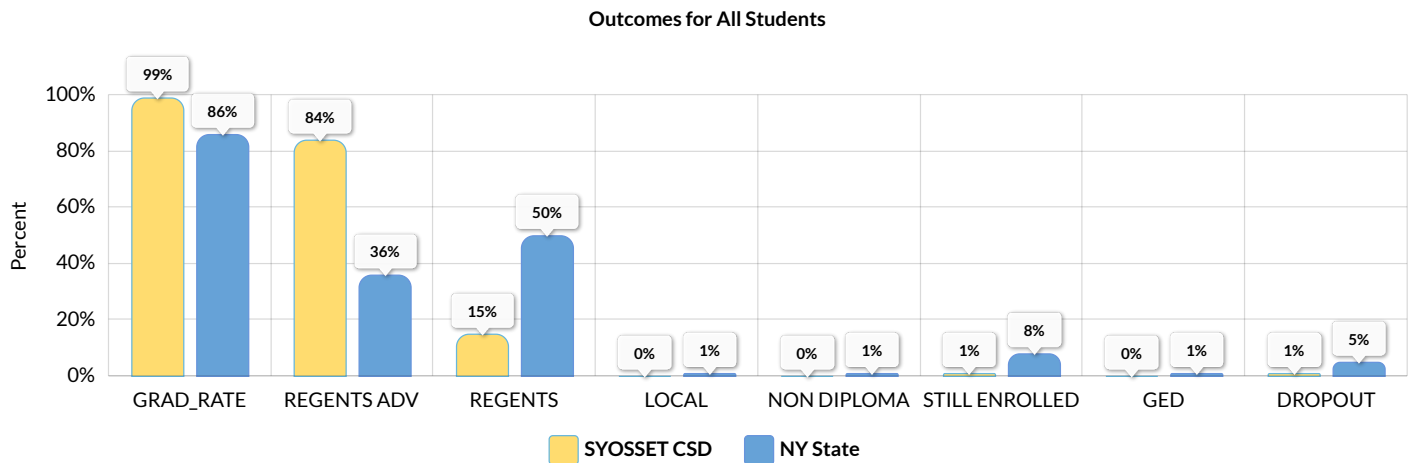
THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:21 PM EST

SYOSSET CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION				LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	554	99%	471	84%	83	15%	0	0%	0	0%	4	1%	0	0%	3	1%
Female	267	263	99%	230	86%	33	12%	0	0%	0	0%	1	0%	0	0%	3	1%
Male	294	291	99%	241	82%	50	17%	0	0%	0	0%	3	1%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	489	486	99%	446	91%	40	8%	0	0%	0	0%	1	0%	0	0%	2	0%
Students with Disabilities	72	68	94%	25	35%	43	60%	0	0%	0	0%	3	4%	0	0%	1	1%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	221	218	99%	197	89%	21	10%	0	0%	0	0%	3	1%	0	0%	0	0%
Black or African American	5	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	30	97%	20	65%	10	32%	0	0%	0	0%	0	0%	0	0%	1	3%
White	293	291	99%	243	83%	48	16%	0	0%	0	0%	1	0%	0	0%	1	0%
Multiracial	11	10	91%	8	73%	2	18%	0	0%	0	0%	0	0%	0	0%	1	9%
Economically Disadvantaged	84	80	95%	54	64%	26	31%	0	0%	0	0%	1	1%	0	0%	3	4%
Not Economically Disadvantaged	477	474	99%	417	87%	57	12%	0	0%	0	0%	3	1%	0	0%	0	0%
English Language Learner	6	6	100%	3	50%	3	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	555	548	99%	468	84%	80	14%	0	0%	0	0%	4	1%	0	0%	3	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	561	554	99%	471	84%	83	15%	0	0%	0	0%	4	1%	0	0%	3	1%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	560	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	561	554	99%	471	84%	83	15%	0	0%	0	0%	4	1%	0	0%	3	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	561	554	99%	471	84%	83	15%	0	0%	0	0%	4	1%	0	0%	3	1%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:23 PM EST

SYOSSET CSD GRADUATION PATHWAYS DATA 2023

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	554	429	77%	1	0%	28	5%	9	2%	0	0%	87	16%	0	0%	0	0%	0	0%
Female	263	209	79%	0	0%	19	7%	1	0%	0	0%	34	13%	0	0%	0	0%	0	0%
Male	291	220	76%	1	0%	9	3%	8	3%	0	0%	53	18%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	486	379	78%	1	0%	23	5%	4	1%	0	0%	79	16%	0	0%	0	0%	0	0%
Students with Disabilities	68	50	74%	0	0%	5	7%	5	7%	0	0%	8	12%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	218	166	76%	1	0%	8	4%	2	1%	0	0%	41	19%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	30	25	83%	0	0%	2	7%	0	0%	0	0%	3	10%	0	0%	0	0%	0	0%
White	291	227	78%	0	0%	17	6%	6	2%	0	0%	41	14%	0	0%	0	0%	0	0%
Multiracial	10	6	60%	0	0%	1	10%	1	10%	0	0%	2	20%	0	0%	0	0%	0	0%
Economically Disadvantaged	80	69	86%	0	0%	4	5%	2	3%	0	0%	5	6%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	474	360	76%	1	0%	24	5%	7	1%	0	0%	82	17%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	548	424	77%	0	0%	28	5%	9	2%	0	0%	87	16%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	554	429	77%	1	0%	28	5%	9	2%	0	0%	87	16%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	554	429	77%	1	0%	28	5%	9	2%	0	0%	87	16%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	554	429	77%	1	0%	28	5%	9	2%	0	0%	87	16%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	554	429	77%	1	0%	28	5%	9	2%	0	0%	87	16%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

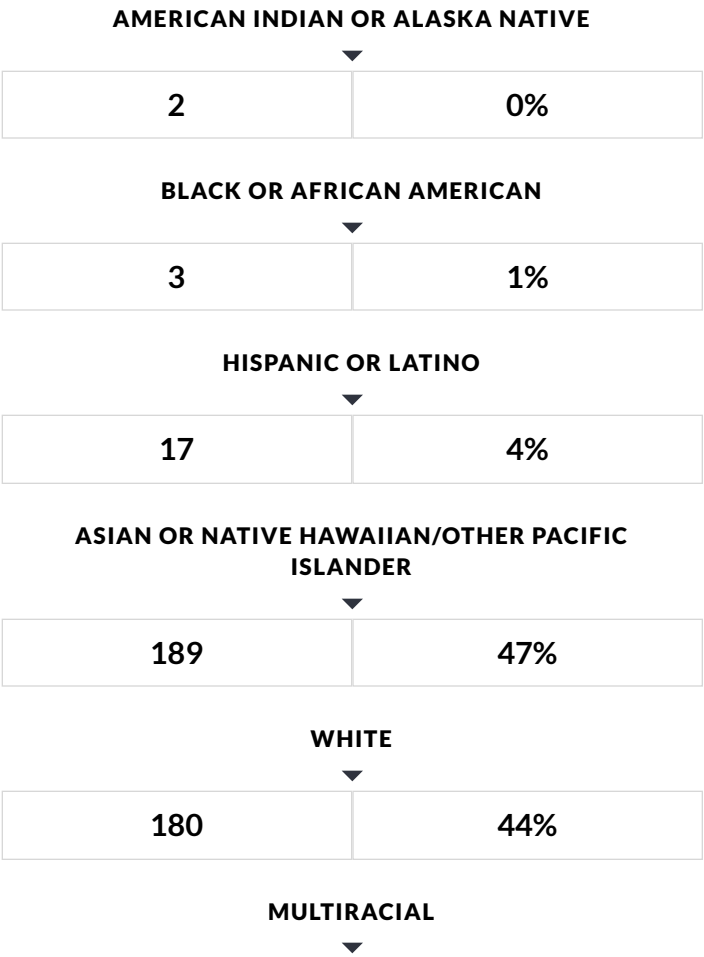
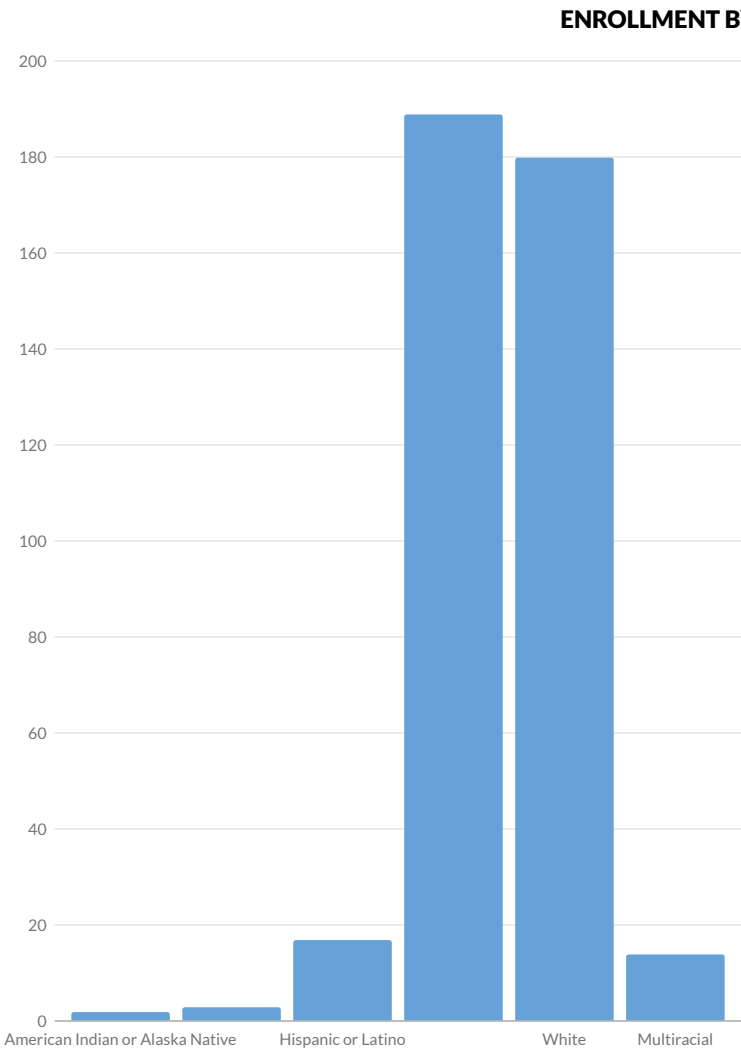
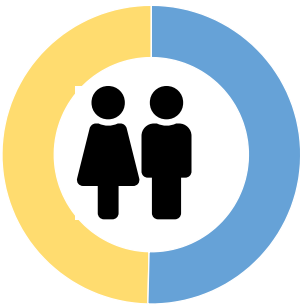
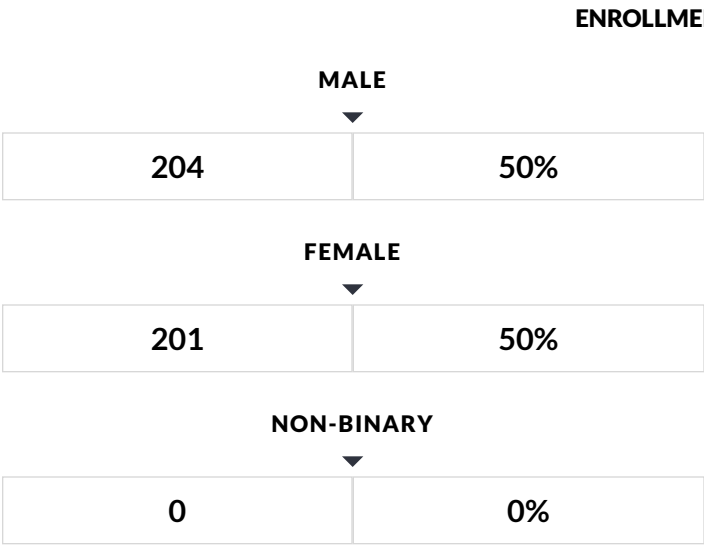
THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:24 PM EST

Section 2: School Report Card
J. Irving Baylis Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

BAYLIS ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 405



14	3%
----	----

BAYLIS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	405	\$146,029	\$361	\$9,860,419	\$24,347	\$10,006,448	\$24,707
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:49 AM EST

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

29	7%
----	----

STUDENTS WITH DISABILITIES

38	9%
----	----

ECONOMICALLY DISADVANTAGED

59	15%
----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

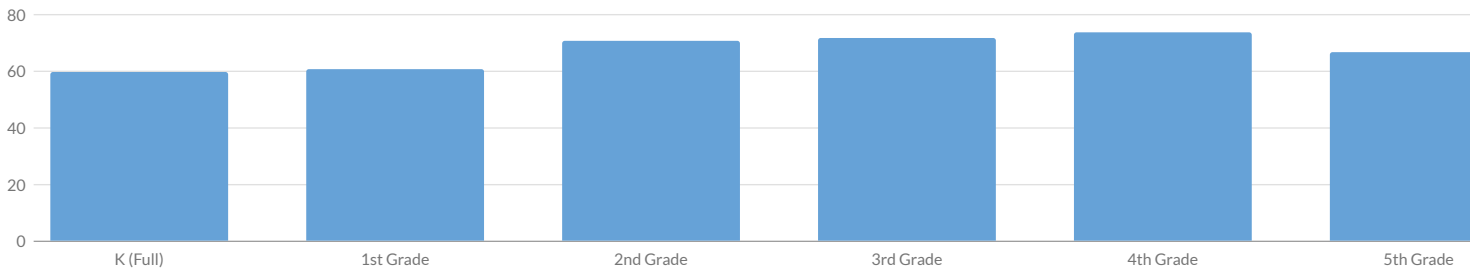
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

60	15%
----	-----

1ST GRADE

61	15%
----	-----

2ND GRADE

71	18%
----	-----

3RD GRADE

72	18%
----	-----

4TH GRADE

74	18%
----	-----

5TH GRADE

67	17%
----	-----

BAYLIS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	4	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	188	195.7	4
	Math	194	217.5	
	Combined	382	206.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	86	199.4	4
	Math	86	220.3	
	Combined	172	209.9	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
White	ELA	93	194.6	4
	Math	99	215.7	
	Combined	192	205.5	
English Language Learner	ELA	5	60	—
	Math	5	120	
	Combined	10	—	
Students with Disabilities	ELA	14	135.7	4
	Math	14	153.6	
	Combined	28	144.6	
Economically Disadvantaged	ELA	29	179.3	4
	Math	28	200	
	Combined	57	189.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	200	184	4
	Math	200	211	
	Combined	400	197.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	86	199.4	4
	Math	86	220.3	
	Combined	172	209.9	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Multiracial	ELA	5	150	—
	Math	5	180	
	Combined	10	—	
White	ELA	106	170.8	4
	Math	106	201.4	
	Combined	212	186.1	
English Language Learner	ELA	5	60	—
	Math	5	120	
	Combined	10	—	
Students with Disabilities	ELA	19	100	4
	Math	19	113.2	
	Combined	38	106.6	
Economically Disadvantaged	ELA	29	179.3	4
	Math	29	193.1	
	Combined	58	186.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	28	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	2	—	—	—	—
White	0	—	—	—	—
English Language Learner	28	—	—	—	—
Students with Disabilities	7	—	—	—	—
Economically Disadvantaged	12	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	356	28	7.9%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	167	11	6.6%	4
Black or African American	3	—	—	—
Hispanic or Latino	13	—	—	—
Multiracial	9	—	—	—
White	162	13	8%	4
English Language Learner	27	—	—	—
Students with Disabilities	43	7	16.3%	4
Economically Disadvantaged	56	4	7.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	217	88.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	94	95.7%
Black or African American	—	2	—
Hispanic or Latino	—	3	—
Multiracial	—	5	—
White	✗	113	83.2%
English Language Learner	—	8	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	33	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	217	92.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	94	96.8%
Black or African American	—	2	—
Hispanic or Latino	—	3	—
Multiracial	—	5	—
White	✗	113	88.5%
English Language Learner	—	8	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	33	—

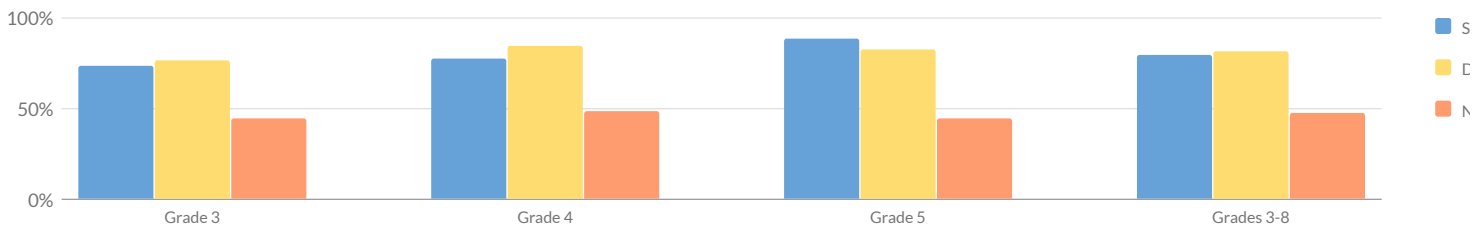
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

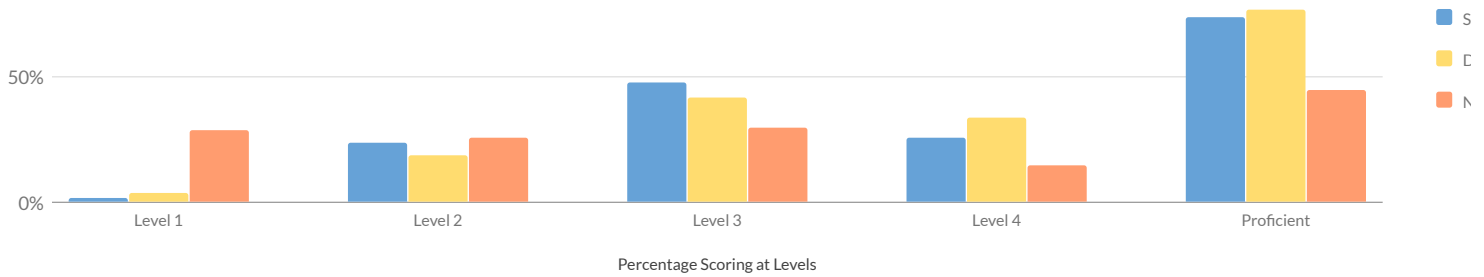
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	7	10%	66	90%	1	2%	16	24%	32	48%	17	26%	49	74%
Grade 4	77	5	6%	72	94%	3	4%	13	18%	28	39%	28	39%	56	78%
Grade 5	67	13	19%	54	81%	1	2%	5	9%	21	39%	27	50%	48	89%
Grades 3-8	217	25	12%	192	88%	5	3%	34	18%	81	42%	72	38%	153	80%

GRADE 3 ELA RESULTS

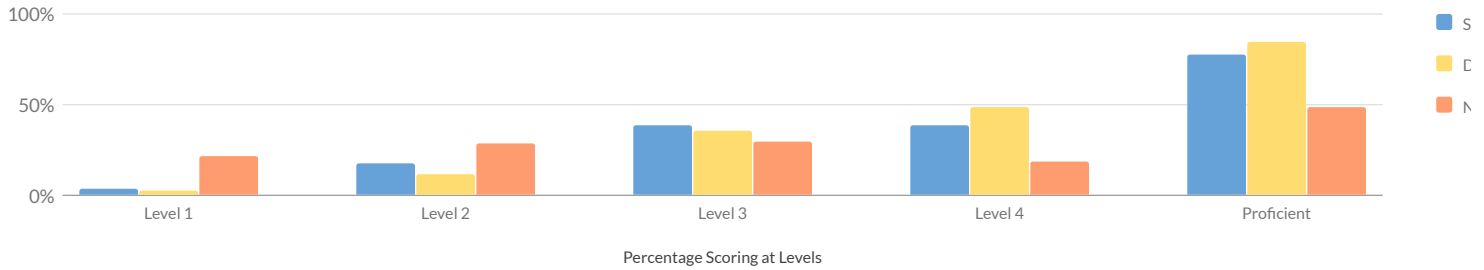
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	7	10%	66	90%	1	2%	16	24%	32	48%	17	26%	49	74%
Female	35	2	6%	33	94%	1	3%	6	18%	16	48%	10	30%	26	79%
Male	38	5	13%	33	87%	0	0%	10	30%	16	48%	7	21%	23	70%
General Education Students	69	5	7%	64	93%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	2	6%	30	94%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	39	5	13%	34	87%	0	0%	10	29%	16	47%	8	24%	24	71%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	2	6%	32	94%	1	3%	6	19%	16	50%	9	28%	25	78%
Economically Disadvantaged	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Not Economically Disadvantaged	65	7	11%	58	89%	0	0%	15	26%	27	47%	16	28%	43	74%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	6	9%	63	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	7	10%	66	90%	1	2%	16	24%	32	48%	17	26%	49	74%
Not Homeless	73	7	10%	66	90%	1	2%	16	24%	32	48%	17	26%	49	74%
Not Migrant	73	7	10%	66	90%	1	2%	16	24%	32	48%	17	26%	49	74%
Parent Not in Armed Forces	73	7	10%	66	90%	1	2%	16	24%	32	48%	17	26%	49	74%

GRADE 4 ELA RESULTS

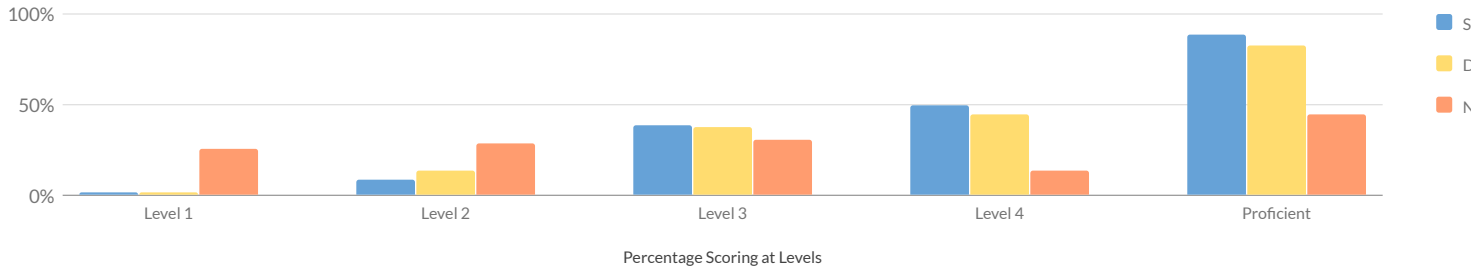
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	77	5	6%	72	94%	3	4%	13	18%	28	39%	28	39%	56	78%
Female	47	0	0%	47	100%	0	0%	7	15%	18	38%	22	47%	40	85%
Male	30	5	17%	25	83%	3	12%	6	24%	10	40%	6	24%	16	64%
General Education Students	66	3	5%	63	95%	2	3%	10	16%	23	37%	28	44%	51	81%
Students with Disabilities	11	2	18%	9	82%	1	11%	3	33%	5	56%	0	0%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	38	1	3%	37	97%	2	5%	5	14%	14	38%	16	43%	30	81%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	34	4	12%	30	88%	1	3%	6	20%	13	43%	10	33%	23	77%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	1	20%	2	40%	3	60%
Economically Disadvantaged	15	1	7%	14	93%	1	7%	4	29%	5	36%	4	29%	9	64%
Not Economically Disadvantaged	62	4	6%	58	94%	2	3%	9	16%	23	40%	24	41%	47	81%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	74	5	7%	69	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	77	5	6%	72	94%	3	4%	13	18%	28	39%	28	39%	56	78%
Not Homeless	77	5	6%	72	94%	3	4%	13	18%	28	39%	28	39%	56	78%
Not Migrant	77	5	6%	72	94%	3	4%	13	18%	28	39%	28	39%	56	78%
Parent Not in Armed Forces	77	5	6%	72	94%	3	4%	13	18%	28	39%	28	39%	56	78%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

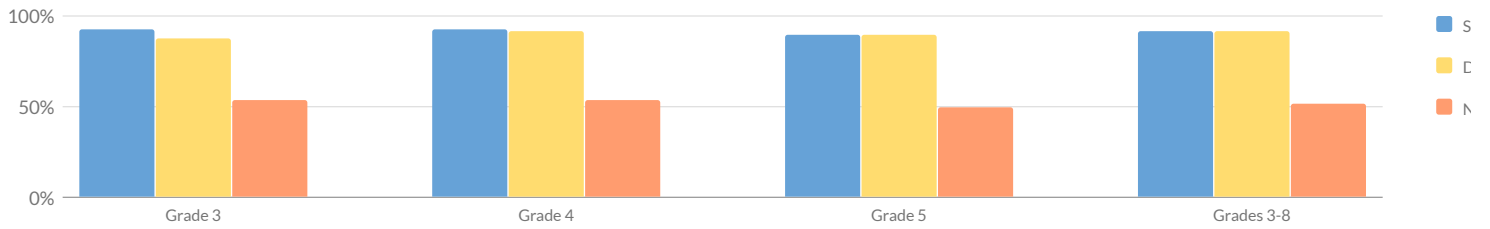


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	13	19%	54	81%	1	2%	5	9%	21	39%	27	50%	48	89%
Female	32	10	31%	22	69%	0	0%	2	9%	9	41%	11	50%	20	91%
Male	35	3	9%	32	91%	1	3%	3	9%	12	38%	16	50%	28	88%
General Education Students	62	11	18%	51	82%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	2	8%	22	92%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	40	10	25%	30	75%	0	0%	2	7%	16	53%	12	40%	28	93%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	26	2	8%	24	92%	1	4%	3	13%	5	21%	15	63%	20	83%
Economically Disadvantaged	10	1	10%	9	90%	1	11%	1	11%	0	0%	7	78%	7	78%
Not Economically Disadvantaged	57	12	21%	45	79%	0	0%	4	9%	21	47%	20	44%	41	91%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	66	13	20%	53	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	67	13	19%	54	81%	1	2%	5	9%	21	39%	27	50%	48	89%
Not Homeless	67	13	19%	54	81%	1	2%	5	9%	21	39%	27	50%	48	89%
Not Migrant	67	13	19%	54	81%	1	2%	5	9%	21	39%	27	50%	48	89%
Parent Not in Armed Forces	67	13	19%	54	81%	1	2%	5	9%	21	39%	27	50%	48	89%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

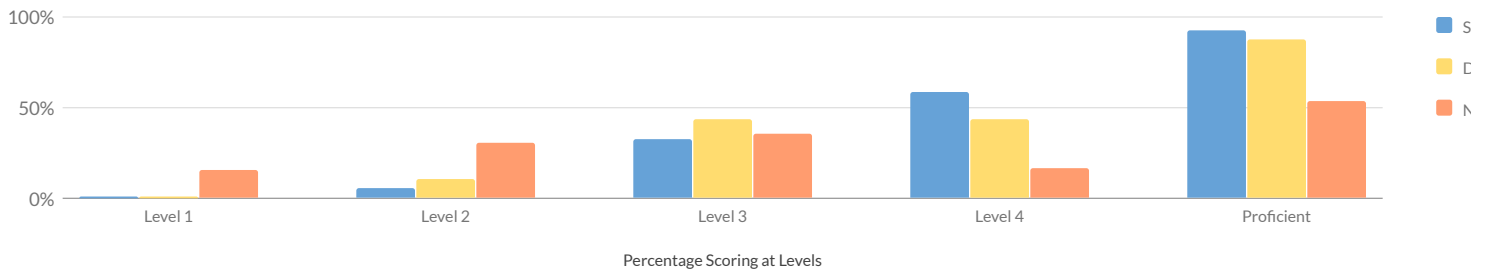


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	4	5%	69	95%	1	1%	4	6%	23	33%	41	59%	64	93%
Grade 4	77	5	6%	72	94%	0	0%	5	7%	39	54%	28	39%	67	93%
Grade 5	67	8	12%	59	88%	0	0%	6	10%	20	34%	33	56%	53	90%
Grades 3-8	217	17	8%	200	92%	1	1%	15	8%	82	41%	102	51%	184	92%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

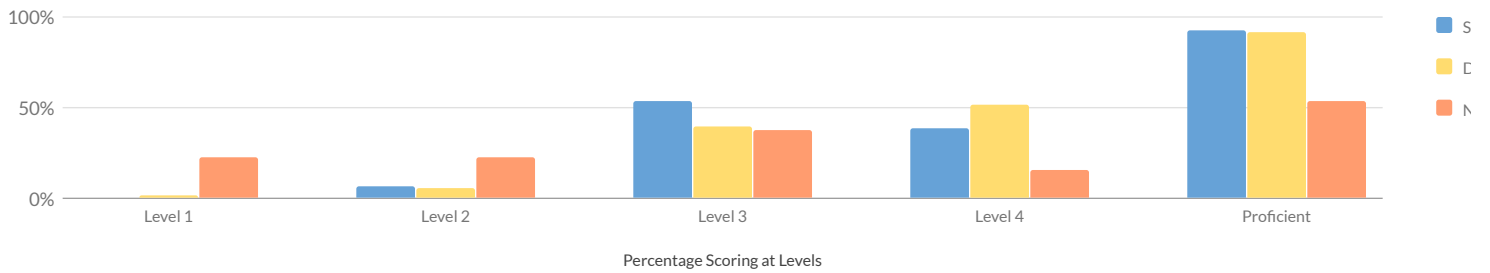
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	4	5%	69	95%	1	1%	4	6%	23	33%	41	59%	64	93%
Female	35	1	3%	34	97%	1	3%	2	6%	11	32%	20	59%	31	91%
Male	38	3	8%	35	92%	0	0%	2	6%	12	34%	21	60%	33	94%
General Education Students	69	2	3%	67	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	1	3%	31	97%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	39	3	8%	36	92%	0	0%	3	8%	9	25%	24	67%	33	92%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	1	3%	33	97%	1	3%	1	3%	14	42%	17	52%	31	94%
Economically Disadvantaged	8	0	0%	8	100%	1	13%	0	0%	6	75%	1	13%	7	88%
Not Economically Disadvantaged	65	4	6%	61	94%	0	0%	4	7%	17	28%	40	66%	57	93%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	4	6%	65	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	4	5%	69	95%	1	1%	4	6%	23	33%	41	59%	64	93%
Not Homeless	73	4	5%	69	95%	1	1%	4	6%	23	33%	41	59%	64	93%
Not Migrant	73	4	5%	69	95%	1	1%	4	6%	23	33%	41	59%	64	93%
Parent Not in Armed Forces	73	4	5%	69	95%	1	1%	4	6%	23	33%	41	59%	64	93%

GRADE 4 MATH RESULTS

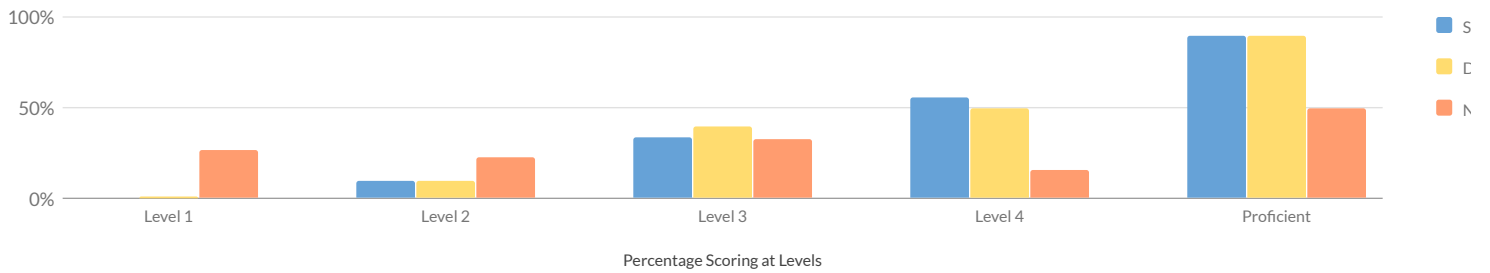
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	77	5	6%	72	94%	0	0%	5	7%	39	54%	28	39%	67	93%
Female	47	2	4%	45	96%	0	0%	2	4%	26	58%	17	38%	43	96%
Male	30	3	10%	27	90%	0	0%	3	11%	13	48%	11	41%	24	89%
General Education Students	66	3	5%	63	95%	0	0%	1	2%	35	56%	27	43%	62	98%
Students with Disabilities	11	2	18%	9	82%	0	0%	4	44%	4	44%	1	11%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	38	0	0%	38	100%	0	0%	2	5%	19	50%	17	45%	36	95%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	34	4	12%	30	88%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	39	5	13%	34	87%	0	0%	3	9%	20	59%	11	32%	31	91%
Economically Disadvantaged	15	1	7%	14	93%	0	0%	1	7%	10	71%	3	21%	13	93%
Not Economically Disadvantaged	62	4	6%	58	94%	0	0%	4	7%	29	50%	25	43%	54	93%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	74	5	7%	69	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	77	5	6%	72	94%	0	0%	5	7%	39	54%	28	39%	67	93%
Not Homeless	77	5	6%	72	94%	0	0%	5	7%	39	54%	28	39%	67	93%
Not Migrant	77	5	6%	72	94%	0	0%	5	7%	39	54%	28	39%	67	93%
Parent Not in Armed Forces	77	5	6%	72	94%	0	0%	5	7%	39	54%	28	39%	67	93%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	8	12%	59	88%	0	0%	6	10%	20	34%	33	56%	53	90%
Female	32	6	19%	26	81%	0	0%	3	12%	10	38%	13	50%	23	88%
Male	35	2	6%	33	94%	0	0%	3	9%	10	30%	20	61%	30	91%
General Education Students	62	6	10%	56	90%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	2	8%	22	92%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	40	6	15%	34	85%	0	0%	4	12%	13	38%	17	50%	30	88%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	2	7%	25	93%	0	0%	2	8%	7	28%	16	64%	23	92%
Economically Disadvantaged	10	1	10%	9	90%	0	0%	2	22%	1	11%	6	67%	7	78%
Not Economically Disadvantaged	57	7	12%	50	88%	0	0%	4	8%	19	38%	27	54%	46	92%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	66	8	12%	58	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	67	8	12%	59	88%	0	0%	6	10%	20	34%	33	56%	53	90%
Not Homeless	67	8	12%	59	88%	0	0%	6	10%	20	34%	33	56%	53	90%
Not Migrant	67	8	12%	59	88%	0	0%	6	10%	20	34%	33	56%	53	90%
Parent Not in Armed Forces	67	8	12%	59	88%	0	0%	6	10%	20	34%	33	56%	53	90%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	0	0%	0	0%	0	0%	0	0%	7	100%
Grade 1	10	0	0%	10	100%	0	0%	0	0%	0	0%	3	30%	7	70%
Grade 2	9	0	0%	9	100%	0	0%	0	0%	1	11%	1	11%	7	78%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	39	4	10%	1	0	0%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	38	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 3: School Report Card
Berry Hill Elementary School

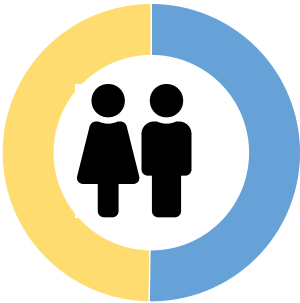
This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

BERRY HILL ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

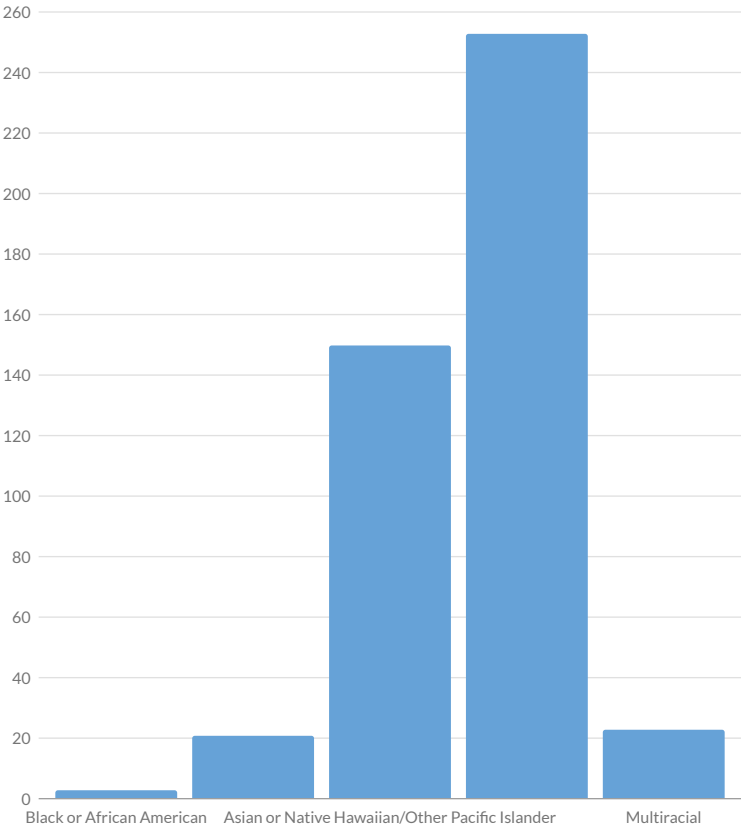
K-12 Enrollment: 450

ENROLLMENT BY GENDER

MALE	
226	50%
FEMALE	
224	50%
NON-BINARY	
0	0%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN	
3	1%
HISPANIC OR LATINO	
21	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
150	33%
WHITE	
253	56%
MULTIRACIAL	
23	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

13	3%
----	----

STUDENTS WITH DISABILITIES

44	10%
----	-----

ECONOMICALLY DISADVANTAGED

40	9%
----	----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

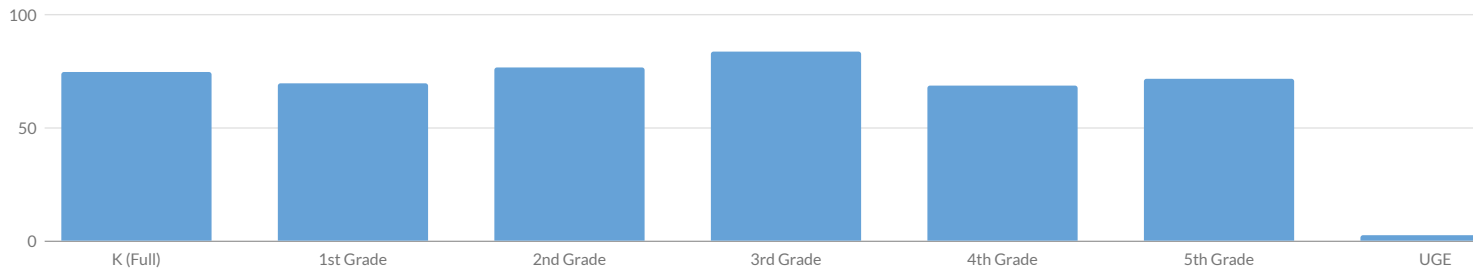
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

75	17%
----	-----

1ST GRADE

70	16%
----	-----

2ND GRADE

77	17%
----	-----

3RD GRADE

84	19%
----	-----

4TH GRADE

69	15%
----	-----

5TH GRADE

72	16%
----	-----

UNGRADED ELEMENTA...

3	1%
---	----

BERRY HILL ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	450	\$89,723	\$199	\$9,432,271	\$20,961	\$9,521,994	\$21,160
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:50 AM EST

BERRY HILL ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	4	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	189	191.8	4
	Math	194	204.1	
	Combined	383	198	
Asian or Native Hawaiian/Other Pacific Islander	ELA	73	204.8	4
	Math	74	217.6	
	Combined	147	211.2	
Black or African American	ELA	1	—	—
	Math	2	—	
	Combined	3	—	
Hispanic or Latino	ELA	9	150	—
	Math	10	160	
	Combined	19	—	
Multiracial	ELA	9	227.8	—
	Math	9	244.4	
	Combined	18	—	
White	ELA	97	182.5	4
	Math	99	194.4	
	Combined	196	188.5	
English Language Learner	ELA	4	—	—
	Math	6	116.7	
	Combined	10	—	
Students with Disabilities	ELA	18	108.3	4
	Math	19	150	
	Combined	37	129.7	
Economically Disadvantaged	ELA	19	173.7	4
	Math	20	182.5	
	Combined	39	178.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	212	171	4
	Math	214	185	
	Combined	426	178.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	73	204.8	4
	Math	74	217.6	
	Combined	147	211.2	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	11	122.7	—
	Math	11	145.5	
	Combined	22	—	
Multiracial	ELA	10	205	—
	Math	10	220	
	Combined	20	—	
White	ELA	119	148.7	4
	Math	120	160.4	
	Combined	239	154.6	
English Language Learner	ELA	4	—	—
	Math	6	116.7	
	Combined	10	—	
Students with Disabilities	ELA	24	81.3	4
	Math	24	118.8	
	Combined	48	100	
Economically Disadvantaged	ELA	20	165	4
	Math	21	173.8	
	Combined	41	169.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	9	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	377	24	6.4%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	126	6	4.8%	4
Black or African American	2	—	—	—
Hispanic or Latino	19	—	—	—
Multiracial	16	—	—	—
White	214	17	7.9%	4
English Language Learner	9	—	—	—
Students with Disabilities	41	2	4.9%	4
Economically Disadvantaged	36	1	2.8%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	226	85%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	75	100%
Black or African American	—	2	—
Hispanic or Latino	—	12	—
Multiracial	—	11	—
White	✗	126	77.8%
English Language Learner	—	6	—
Students with Disabilities	—	25	—
Economically Disadvantaged	—	22	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	226	86.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	75	100%
Black or African American	—	2	—
Hispanic or Latino	—	12	—
Multiracial	—	11	—
White	✗	126	78.6%
English Language Learner	—	6	—
Students with Disabilities	—	25	—
Economically Disadvantaged	—	22	—

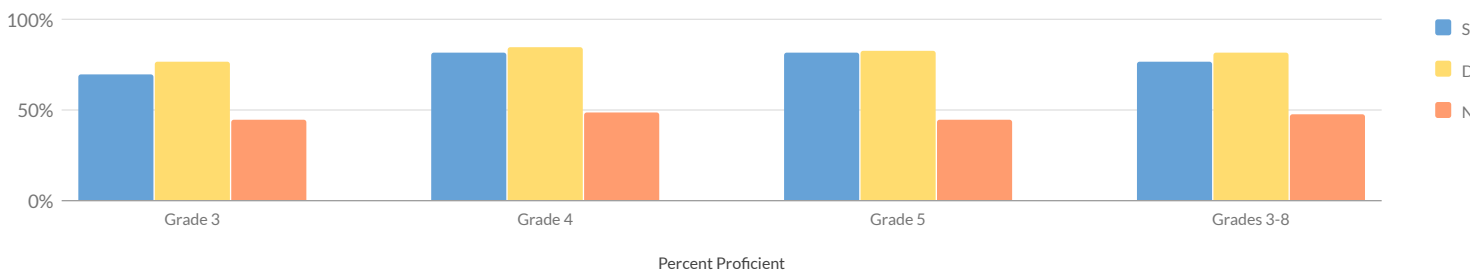
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 5	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

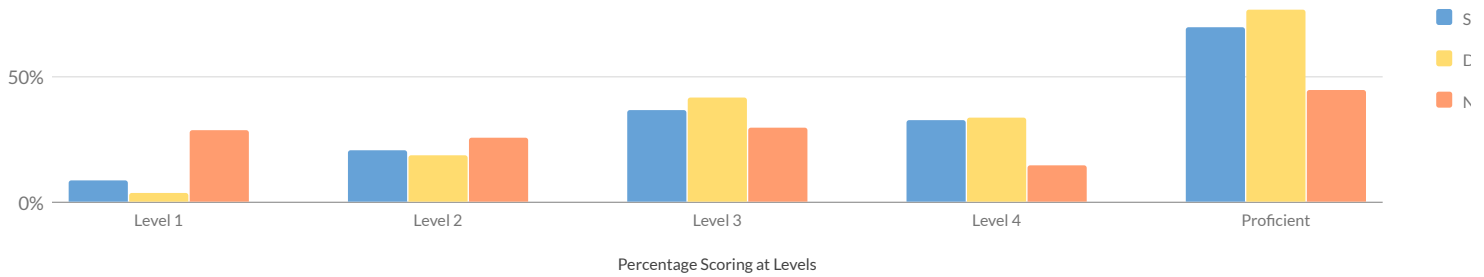
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	85	9	11%	76	89%	7	9%	16	21%	28	37%	25	33%	53	70%
Grade 4	70	13	19%	57	81%	1	2%	9	16%	21	37%	26	46%	47	82%
Grade 5	71	15	21%	56	79%	3	5%	7	13%	24	43%	22	39%	46	82%
Grades 3-8	226	37	16%	189	84%	11	6%	32	17%	73	39%	73	39%	146	77%

GRADE 3 ELA RESULTS

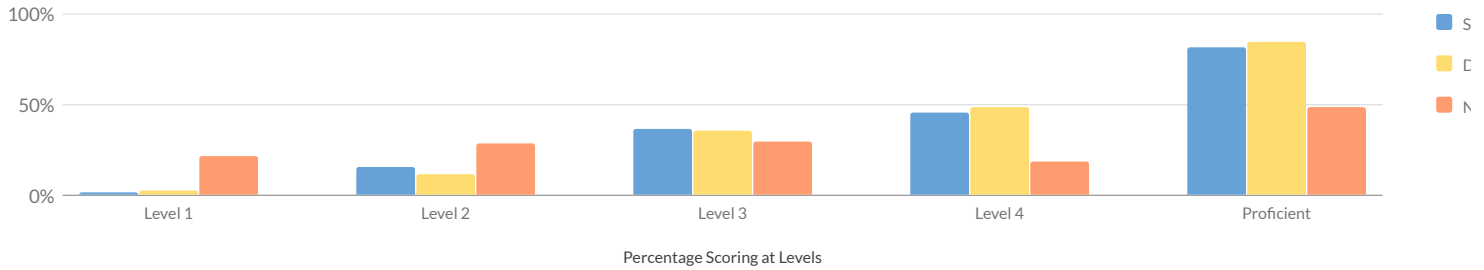
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	9	11%	76	89%	7	9%	16	21%	28	37%	25	33%	53	70%
Female	38	2	5%	36	95%	2	6%	7	19%	12	33%	15	42%	27	75%
Male	47	7	15%	40	85%	5	13%	9	23%	16	40%	10	25%	26	65%
General Education Students	69	6	9%	63	91%	2	3%	11	17%	25	40%	25	40%	50	79%
Students with Disabilities	16	3	19%	13	81%	5	38%	5	38%	3	23%	0	0%	3	23%
Asian or Native Hawaiian/Other Pacific Islander	29	1	3%	28	97%	3	11%	6	21%	8	29%	11	39%	19	68%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	46	7	15%	39	85%	4	10%	7	18%	16	41%	12	31%	28	72%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	3	33%	4	44%	2	22%	6	67%
Economically Disadvantaged	11	2	18%	9	82%	2	22%	2	22%	1	11%	4	44%	5	56%
Not Economically Disadvantaged	74	7	9%	67	91%	5	7%	14	21%	27	40%	21	31%	48	72%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	82	8	10%	74	90%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	85	9	11%	76	89%	7	9%	16	21%	28	37%	25	33%	53	70%
Not Homeless	85	9	11%	76	89%	7	9%	16	21%	28	37%	25	33%	53	70%
Not Migrant	85	9	11%	76	89%	7	9%	16	21%	28	37%	25	33%	53	70%
Parent Not in Armed Forces	85	9	11%	76	89%	7	9%	16	21%	28	37%	25	33%	53	70%

GRADE 4 ELA RESULTS

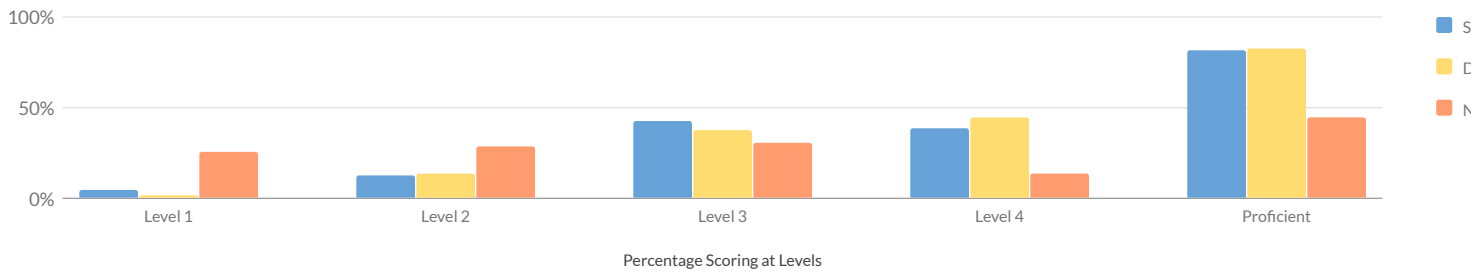
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	13	19%	57	81%	1	2%	9	16%	21	37%	26	46%	47	82%
Female	25	5	20%	20	80%	0	0%	2	10%	10	50%	8	40%	18	90%
Male	45	8	18%	37	82%	1	3%	7	19%	11	30%	18	49%	29	78%
General Education Students	67	13	19%	54	81%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	1	4%	2	8%	8	32%	14	56%	22	88%
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	37	11	30%	26	70%	0	0%	5	19%	11	42%	10	38%	21	81%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	2	33%	2	33%	2	33%	4	67%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	2	40%	2	40%	1	20%	3	60%
Not Economically Disadvantaged	64	12	19%	52	81%	1	2%	7	13%	19	37%	25	48%	44	85%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	13	19%	55	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	13	19%	57	81%	1	2%	9	16%	21	37%	26	46%	47	82%
Not Homeless	70	13	19%	57	81%	1	2%	9	16%	21	37%	26	46%	47	82%
Not Migrant	70	13	19%	57	81%	1	2%	9	16%	21	37%	26	46%	47	82%
Parent Not in Armed Forces	70	13	19%	57	81%	1	2%	9	16%	21	37%	26	46%	47	82%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

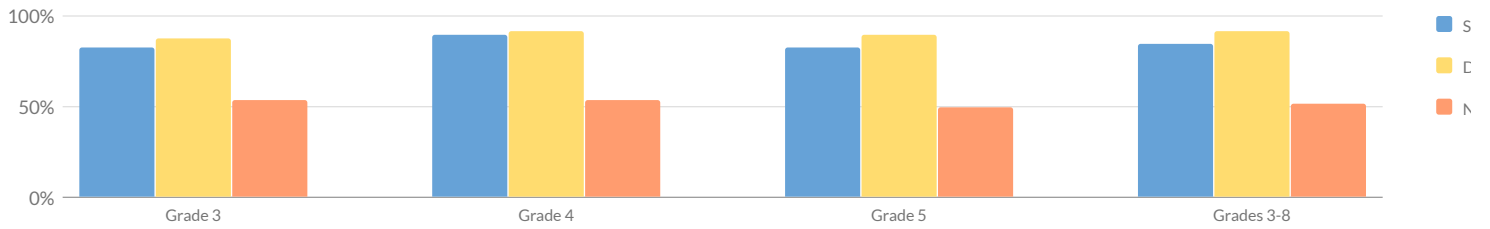


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	15	21%	56	79%	3	5%	7	13%	24	43%	22	39%	46	82%
Female	39	8	21%	31	79%	1	3%	4	13%	12	39%	14	45%	26	84%
Male	32	7	22%	25	78%	2	8%	3	12%	12	48%	8	32%	20	80%
General Education Students	65	10	15%	55	85%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	5	83%	1	17%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	43	11	26%	32	74%	3	9%	7	22%	12	38%	10	31%	22	69%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	27	3	11%	24	89%	0	0%	0	0%	12	50%	12	50%	24	100%
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	14	21%	52	79%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	70	14	20%	56	80%	3	5%	7	13%	24	43%	22	39%	46	82%
Not in Foster Care	71	15	21%	56	79%	3	5%	7	13%	24	43%	22	39%	46	82%
Not Homeless	71	15	21%	56	79%	3	5%	7	13%	24	43%	22	39%	46	82%
Not Migrant	71	15	21%	56	79%	3	5%	7	13%	24	43%	22	39%	46	82%
Parent Not in Armed Forces	71	15	21%	56	79%	3	5%	7	13%	24	43%	22	39%	46	82%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

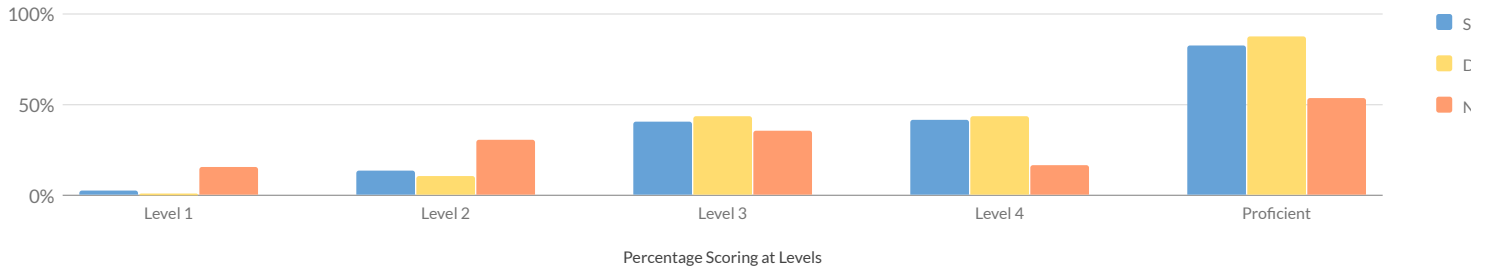


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	85	7	8%	78	92%	2	3%	11	14%	32	41%	33	42%	65	83%
Grade 4	70	12	17%	58	83%	1	2%	5	9%	23	40%	29	50%	52	90%
Grade 5	71	13	18%	58	82%	2	3%	8	14%	28	48%	20	34%	48	83%
Grades 3-8	226	32	14%	194	86%	5	3%	24	12%	83	43%	82	42%	165	85%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

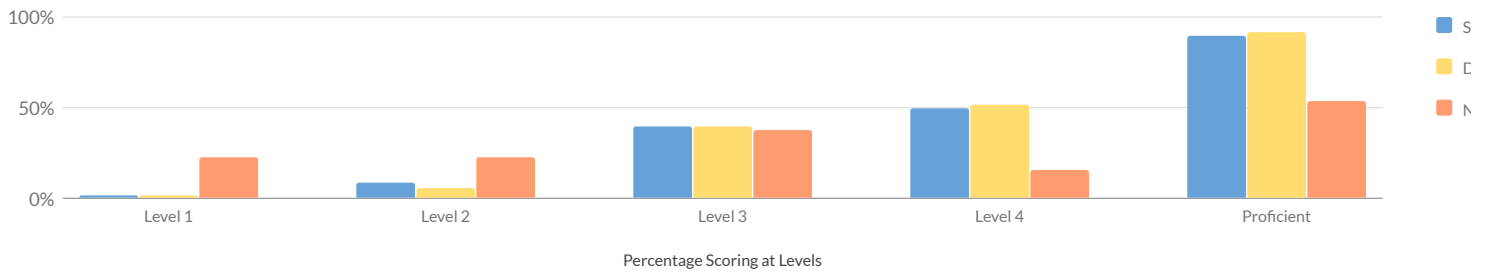
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	7	8%	78	92%	2	3%	11	14%	32	41%	33	42%	65	83%
Female	38	1	3%	37	97%	1	3%	7	19%	15	41%	14	38%	29	78%
Male	47	6	13%	41	87%	1	2%	4	10%	17	41%	19	46%	36	88%
General Education Students	69	4	6%	65	94%	0	0%	7	11%	28	43%	30	46%	58	89%
Students with Disabilities	16	3	19%	13	81%	2	15%	4	31%	4	31%	3	23%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	29	1	3%	28	97%	1	4%	4	14%	6	21%	17	61%	23	82%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	46	6	13%	40	87%	0	0%	5	13%	24	60%	11	28%	35	88%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	1	10%	2	20%	2	20%	5	50%	7	70%
Economically Disadvantaged	11	1	9%	10	91%	2	20%	2	20%	2	20%	4	40%	6	60%
Not Economically Disadvantaged	74	6	8%	68	92%	0	0%	9	13%	30	44%	29	43%	59	87%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	82	7	9%	75	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	85	7	8%	78	92%	2	3%	11	14%	32	41%	33	42%	65	83%
Not Homeless	85	7	8%	78	92%	2	3%	11	14%	32	41%	33	42%	65	83%
Not Migrant	85	7	8%	78	92%	2	3%	11	14%	32	41%	33	42%	65	83%
Parent Not in Armed Forces	85	7	8%	78	92%	2	3%	11	14%	32	41%	33	42%	65	83%

GRADE 4 MATH RESULTS

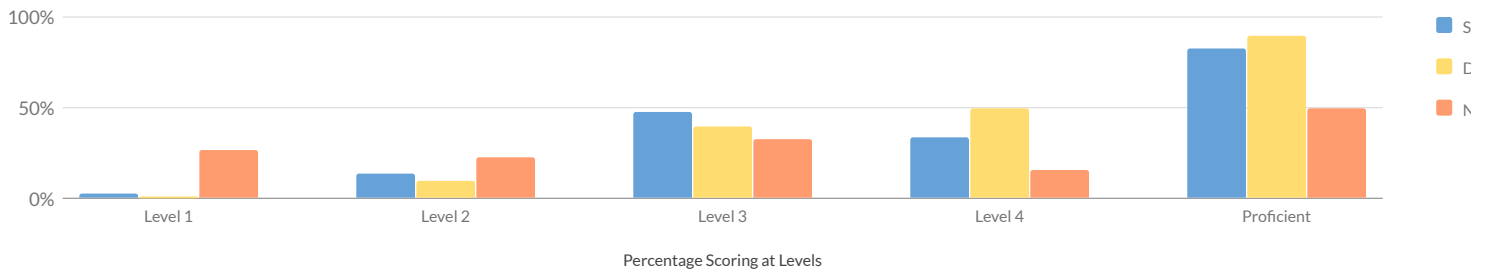
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	12	17%	58	83%	1	2%	5	9%	23	40%	29	50%	52	90%
Female	25	4	16%	21	84%	0	0%	1	5%	14	67%	6	29%	20	95%
Male	45	8	18%	37	82%	1	3%	4	11%	9	24%	23	62%	32	86%
General Education Students	67	12	18%	55	82%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	0	0%	1	4%	7	28%	17	68%	24	96%
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	37	10	27%	27	73%	1	4%	3	11%	13	48%	10	37%	23	85%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	6	1	17%	5	83%	1	20%	0	0%	1	20%	3	60%	4	80%
Not Economically Disadvantaged	64	11	17%	53	83%	0	0%	5	9%	22	42%	26	49%	48	91%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	12	18%	56	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	12	17%	58	83%	1	2%	5	9%	23	40%	29	50%	52	90%
Not Homeless	70	12	17%	58	83%	1	2%	5	9%	23	40%	29	50%	52	90%
Not Migrant	70	12	17%	58	83%	1	2%	5	9%	23	40%	29	50%	52	90%
Parent Not in Armed Forces	70	12	17%	58	83%	1	2%	5	9%	23	40%	29	50%	52	90%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	13	18%	58	82%	2	3%	8	14%	28	48%	20	34%	48	83%
Female	39	4	10%	35	90%	2	6%	4	11%	19	54%	10	29%	29	83%
Male	32	9	28%	23	72%	0	0%	4	17%	9	39%	10	43%	19	83%
General Education Students	65	9	14%	56	86%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	0	0%	3	14%	8	38%	10	48%	18	86%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	43	11	26%	32	74%	2	6%	5	16%	19	59%	6	19%	25	78%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	12	18%	54	82%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	70	13	19%	57	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	71	13	18%	58	82%	2	3%	8	14%	28	48%	20	34%	48	83%
Not Homeless	71	13	18%	58	82%	2	3%	8	14%	28	48%	20	34%	48	83%
Not Migrant	71	13	18%	58	82%	2	3%	8	14%	28	48%	20	34%	48	83%
Parent Not in Armed Forces	71	13	18%	58	82%	2	3%	8	14%	28	48%	20	34%	48	83%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	38	4	11%	1	0	0%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

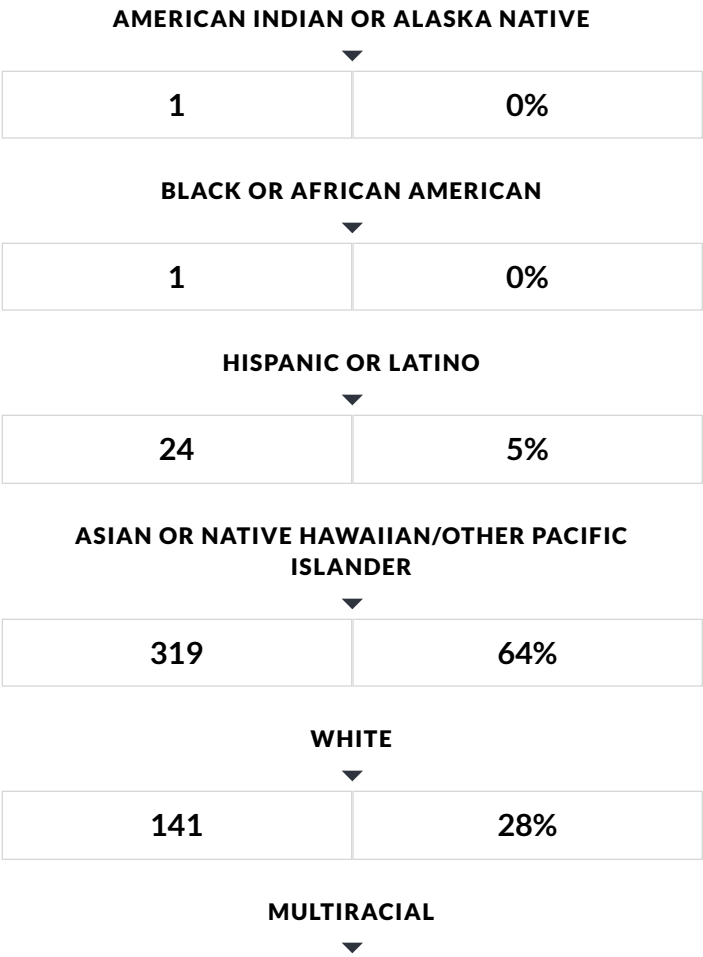
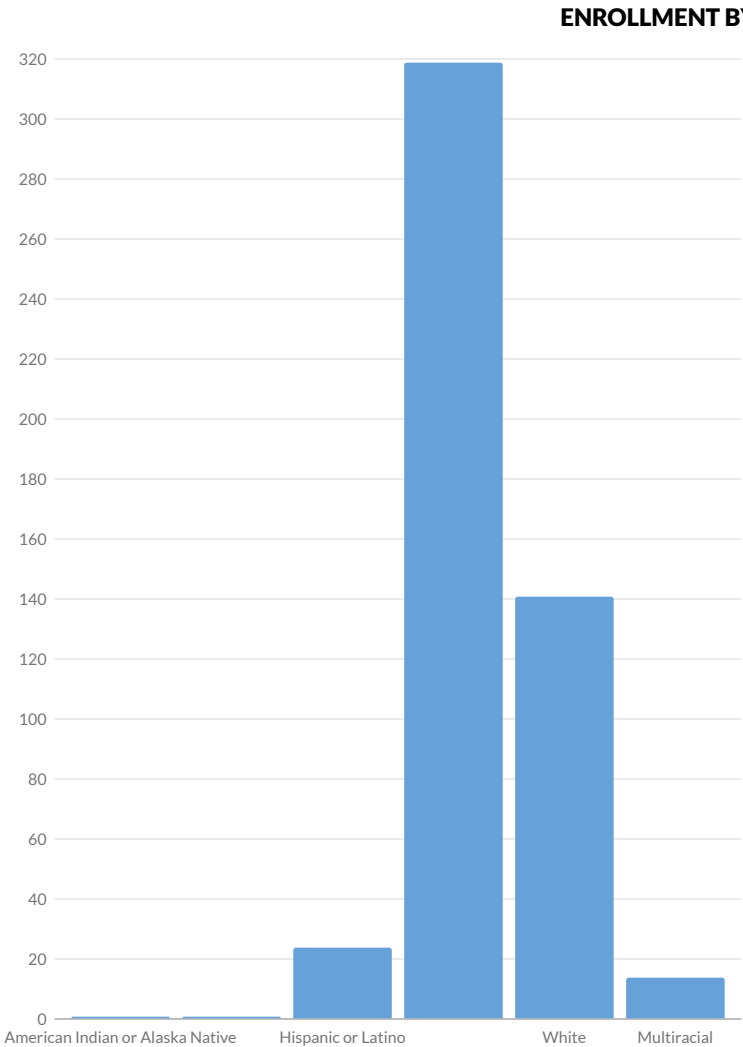
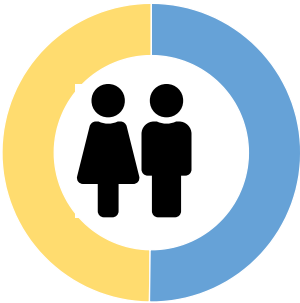
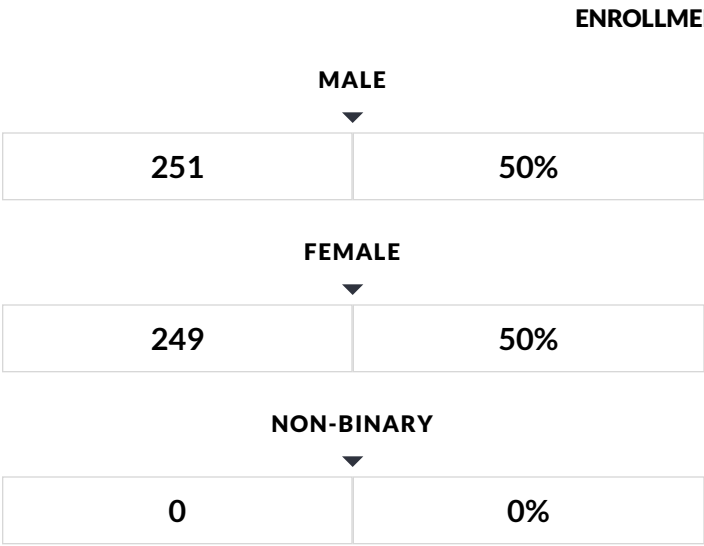
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	36	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 4: School Report Card
Robbins Lane Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

ROBBINS LANE ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 500



14	3%
----	----

ROBBINS LANE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	500	\$372,066	\$744	\$10,845,184	\$21,690	\$11,217,250	\$22,435
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:51 AM EST

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

27	5%
----	----

STUDENTS WITH DISABILITIES

30	6%
----	----

ECONOMICALLY DISADVANTAGED

97	19%
----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

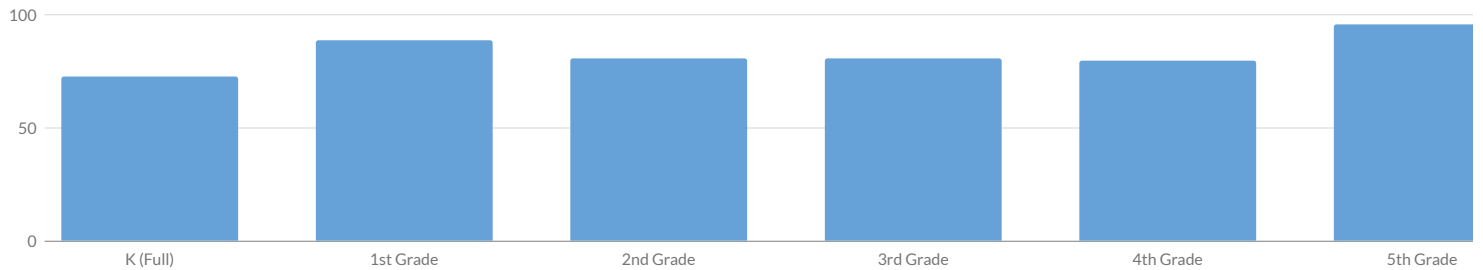
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

73	15%
----	-----

1ST GRADE

89	18%
----	-----

2ND GRADE

81	16%
----	-----

3RD GRADE

81	16%
----	-----

4TH GRADE

80	16%
----	-----

5TH GRADE

96	19%
----	-----

ROBBINS LANE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	4	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	—	—	—	—
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	243	198.8	4
	Math	241	208.5	
	Combined	484	203.6	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	164	208.8	4
	Math	166	216.3	
	Combined	330	212.6	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	9	188.9	—
	Math	8	162.5	
	Combined	17	—	
Multiracial	ELA	7	185.7	—
	Math	7	192.9	
	Combined	14	—	
White	ELA	61	173.8	4
	Math	58	194.8	
	Combined	119	184	
English Language Learner	ELA	9	88.9	—
	Math	10	115	
	Combined	19	—	
Students with Disabilities	ELA	8	100	—
	Math	9	144.4	
	Combined	17	—	
Economically Disadvantaged	ELA	52	188.5	4
	Math	54	191.7	
	Combined	106	190.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	243	198.8	4
	Math	244	205.9	
	Combined	487	202.4	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	164	208.8	4
	Math	166	216.3	
	Combined	330	212.6	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	10	170	—
	Math	10	130	
	Combined	20	—	
Multiracial	ELA	7	185.7	—
	Math	7	192.9	
	Combined	14	—	
White	ELA	67	158.2	4
	Math	67	168.7	
	Combined	134	163.4	
English Language Learner	ELA	10	80	—
	Math	10	115	
	Combined	20	—	
Students with Disabilities	ELA	13	61.5	—
	Math	13	100	
	Combined	26	—	
Economically Disadvantaged	ELA	52	188.5	4
	Math	54	191.7	
	Combined	106	190.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	20	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	20	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	434	42	9.7%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	279	23	8.2%	4
Black or African American	1	—	—	—
Hispanic or Latino	21	—	—	—
Multiracial	11	—	—	—
White	121	8	6.6%	4
English Language Learner	22	—	—	—
Students with Disabilities	23	—	—	—
Economically Disadvantaged	87	10	11.5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	261	95%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	171	98.8%
Black or African American	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	7	—
White	✗	70	87.1%
English Language Learner	—	12	—
Students with Disabilities	—	14	—
Economically Disadvantaged	✓	57	96.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	261	93.9%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	171	99.4%
Black or African American	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	7	—
White	✗	70	82.9%
English Language Learner	—	12	—
Students with Disabilities	—	14	—
Economically Disadvantaged	✓	57	98.3%

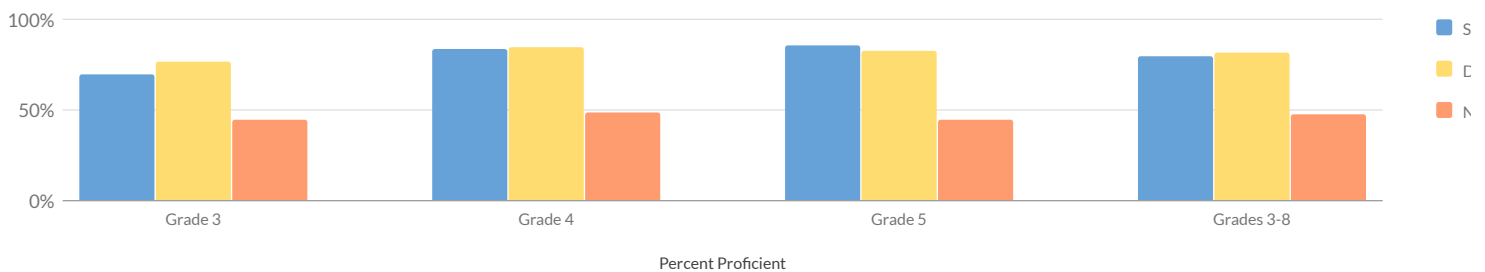
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 5	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

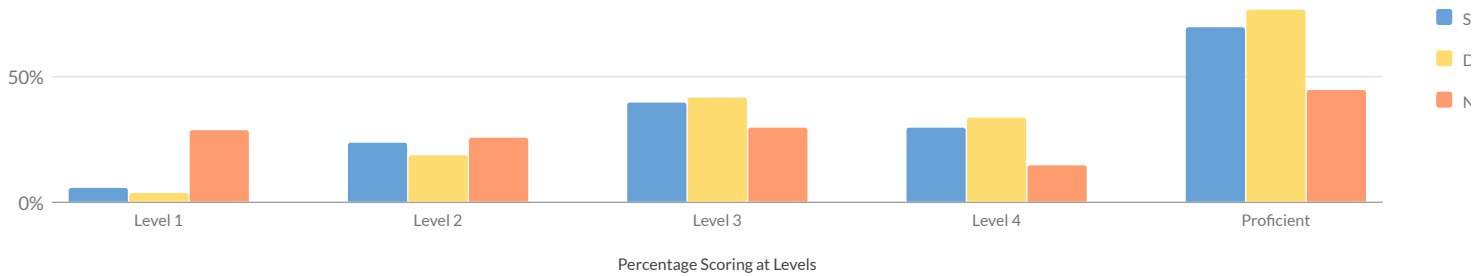
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	82	2	2%	80	98%	5	6%	19	24%	32	40%	24	30%	56	70%
Grade 4	82	7	9%	75	91%	1	1%	11	15%	29	39%	34	45%	63	84%
Grade 5	97	6	6%	91	94%	1	1%	12	13%	28	31%	50	55%	78	86%
Grades 3-8	261	15	6%	246	94%	7	3%	42	17%	89	36%	108	44%	197	80%

GRADE 3 ELA RESULTS

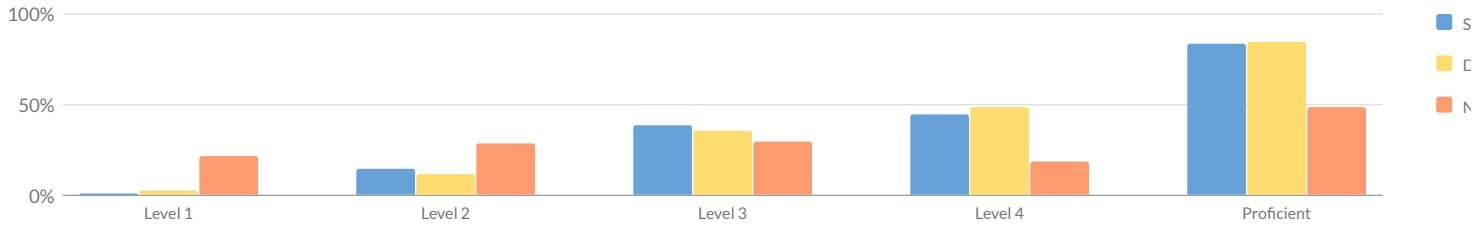
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	2	2%	80	98%	5	6%	19	24%	32	40%	24	30%	56	70%
Female	35	0	0%	35	100%	0	0%	7	20%	16	46%	12	34%	28	80%
Male	47	2	4%	45	96%	5	11%	12	27%	16	36%	12	27%	28	62%
General Education Students	78	1	1%	77	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	55	1	2%	54	98%	3	6%	9	17%	25	46%	17	31%	42	78%
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	20	0	0%	20	100%	2	10%	9	45%	4	20%	5	25%	9	45%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	22	2	9%	20	91%	2	10%	4	20%	7	35%	7	35%	14	70%
Not Economically Disadvantaged	60	0	0%	60	100%	3	5%	15	25%	25	42%	17	28%	42	70%
English Language Learner	6	0	0%	6	100%	2	33%	3	50%	1	17%	0	0%	1	17%
Non-English Language Learner	76	2	3%	74	97%	3	4%	16	22%	31	42%	24	32%	55	74%
Not in Foster Care	82	2	2%	80	98%	5	6%	19	24%	32	40%	24	30%	56	70%
Not Homeless	82	2	2%	80	98%	5	6%	19	24%	32	40%	24	30%	56	70%
Not Migrant	82	2	2%	80	98%	5	6%	19	24%	32	40%	24	30%	56	70%
Parent Not in Armed Forces	82	2	2%	80	98%	5	6%	19	24%	32	40%	24	30%	56	70%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

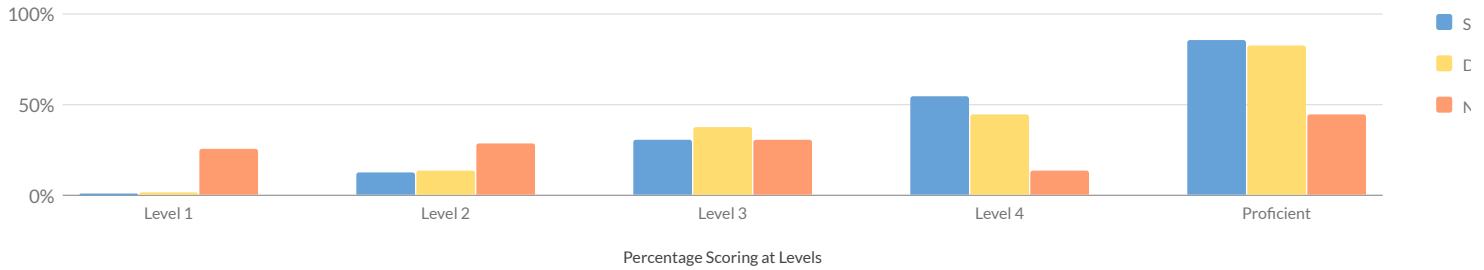


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	7	9%	75	91%	1	1%	11	15%	29	39%	34	45%	63	84%
Female	36	3	8%	33	92%	0	0%	5	15%	12	36%	16	48%	28	85%
Male	46	4	9%	42	91%	1	2%	6	14%	17	40%	18	43%	35	83%
General Education Students	76	5	7%	71	93%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	54	2	4%	52	96%	1	2%	6	12%	17	33%	28	54%	45	87%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	22	5	23%	17	77%	0	0%	4	24%	9	53%	4	24%	13	76%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	15	0	0%	15	100%	0	0%	3	20%	4	27%	8	53%	12	80%
Not Economically Disadvantaged	67	7	10%	60	90%	1	2%	8	13%	25	42%	26	43%	51	85%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	77	5	6%	72	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	7	9%	75	91%	1	1%	11	15%	29	39%	34	45%	63	84%
Not Homeless	82	7	9%	75	91%	1	1%	11	15%	29	39%	34	45%	63	84%
Not Migrant	82	7	9%	75	91%	1	1%	11	15%	29	39%	34	45%	63	84%
Parent Not in Armed Forces	82	7	9%	75	91%	1	1%	11	15%	29	39%	34	45%	63	84%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

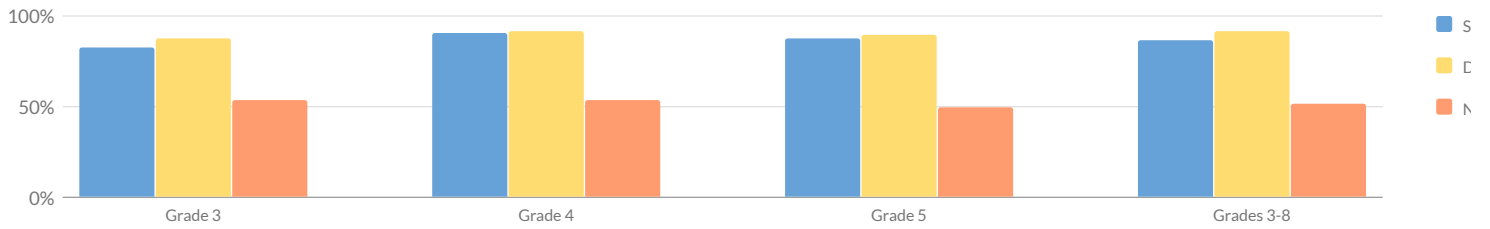


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	97	6	6%	91	94%	1	1%	12	13%	28	31%	50	55%	78	86%
Female	54	5	9%	49	91%	0	0%	8	16%	13	27%	28	57%	41	84%
Male	43	1	2%	42	98%	1	2%	4	10%	15	36%	22	52%	37	88%
General Education Students	93	3	3%	90	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	62	1	2%	61	98%	0	0%	5	8%	14	23%	42	69%	56	92%
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	28	4	14%	24	86%	1	4%	5	21%	11	46%	7	29%	18	75%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	20	1	5%	19	95%	0	0%	6	32%	4	21%	9	47%	13	68%
Not Economically Disadvantaged	77	5	6%	72	94%	1	1%	6	8%	24	33%	41	57%	65	90%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	96	5	5%	91	95%	1	1%	12	13%	28	31%	50	55%	78	86%
Not in Foster Care	97	6	6%	91	94%	1	1%	12	13%	28	31%	50	55%	78	86%
Not Homeless	97	6	6%	91	94%	1	1%	12	13%	28	31%	50	55%	78	86%
Not Migrant	97	6	6%	91	94%	1	1%	12	13%	28	31%	50	55%	78	86%
Parent Not in Armed Forces	97	6	6%	91	94%	1	1%	12	13%	28	31%	50	55%	78	86%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

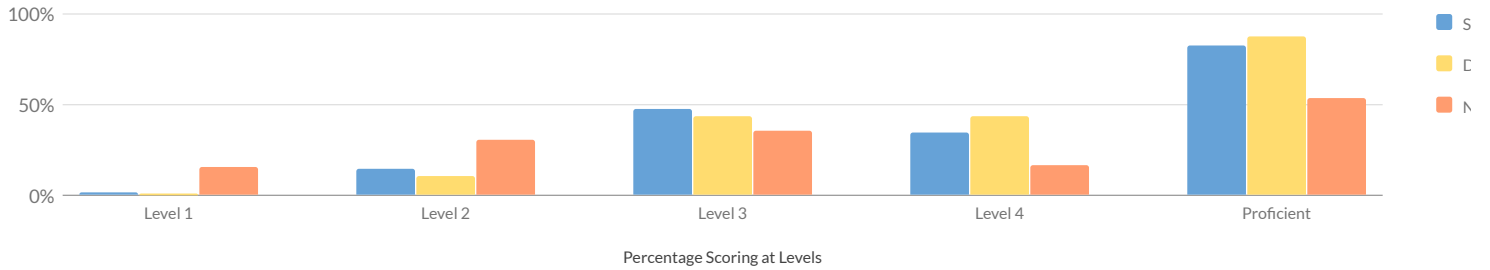


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	82	1	1%	81	99%	2	2%	12	15%	39	48%	28	35%	67	83%
Grade 4	82	8	10%	74	90%	1	1%	6	8%	32	43%	35	47%	67	91%
Grade 5	97	7	7%	90	93%	1	1%	10	11%	27	30%	52	58%	79	88%
Grades 3-8	261	16	6%	245	94%	4	2%	28	11%	98	40%	115	47%	213	87%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

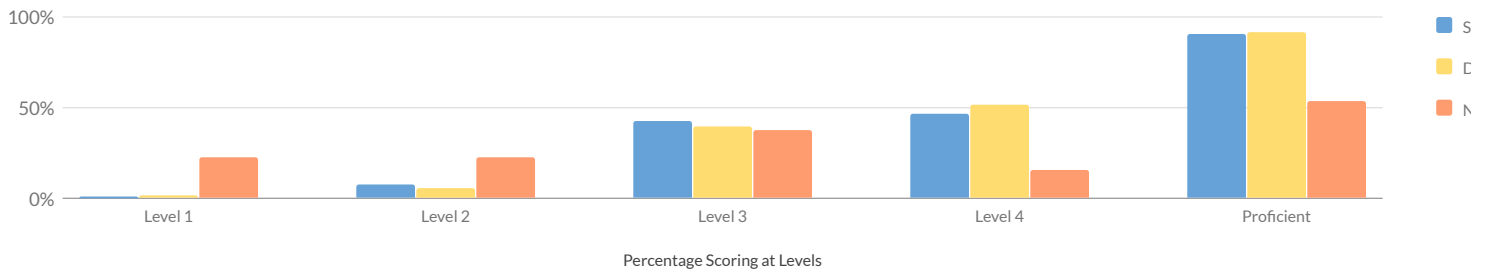
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	1	1%	81	99%	2	2%	12	15%	39	48%	28	35%	67	83%
Female	35	0	0%	35	100%	0	0%	3	9%	18	51%	14	40%	32	91%
Male	47	1	2%	46	98%	2	4%	9	20%	21	46%	14	30%	35	76%
General Education Students	78	1	1%	77	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	55	0	0%	55	100%	1	2%	7	13%	25	45%	22	40%	47	85%
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	20	0	0%	20	100%	1	5%	3	15%	12	60%	4	20%	16	80%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	2	33%	2	33%	2	33%	4	67%
Economically Disadvantaged	22	1	5%	21	95%	2	10%	3	14%	9	43%	7	33%	16	76%
Not Economically Disadvantaged	60	0	0%	60	100%	0	0%	9	15%	30	50%	21	35%	51	85%
English Language Learner	6	0	0%	6	100%	1	17%	4	67%	1	17%	0	0%	1	17%
Non-English Language Learner	76	1	1%	75	99%	1	1%	8	11%	38	51%	28	37%	66	88%
Not in Foster Care	82	1	1%	81	99%	2	2%	12	15%	39	48%	28	35%	67	83%
Not Homeless	82	1	1%	81	99%	2	2%	12	15%	39	48%	28	35%	67	83%
Not Migrant	82	1	1%	81	99%	2	2%	12	15%	39	48%	28	35%	67	83%
Parent Not in Armed Forces	82	1	1%	81	99%	2	2%	12	15%	39	48%	28	35%	67	83%

GRADE 4 MATH RESULTS

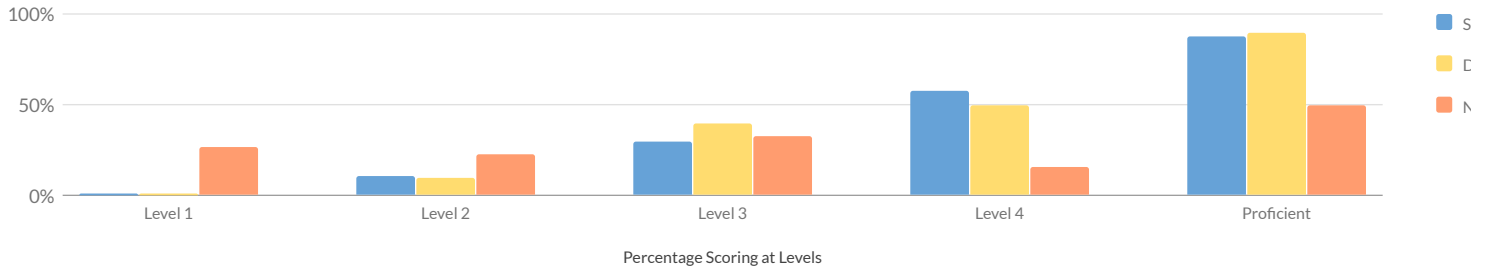
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	8	10%	74	90%	1	1%	6	8%	32	43%	35	47%	67	91%
Female	36	4	11%	32	89%	1	3%	3	9%	17	53%	11	34%	28	88%
Male	46	4	9%	42	91%	0	0%	3	7%	15	36%	24	57%	39	93%
General Education Students	76	6	8%	70	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	54	1	2%	53	98%	1	2%	3	6%	21	40%	28	53%	49	92%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	22	7	32%	15	68%	0	0%	2	13%	8	53%	5	33%	13	87%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	15	0	0%	15	100%	1	7%	0	0%	6	40%	8	53%	14	93%
Not Economically Disadvantaged	67	8	12%	59	88%	0	0%	6	10%	26	44%	27	46%	53	90%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	77	7	9%	70	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	8	10%	74	90%	1	1%	6	8%	32	43%	35	47%	67	91%
Not Homeless	82	8	10%	74	90%	1	1%	6	8%	32	43%	35	47%	67	91%
Not Migrant	82	8	10%	74	90%	1	1%	6	8%	32	43%	35	47%	67	91%
Parent Not in Armed Forces	82	8	10%	74	90%	1	1%	6	8%	32	43%	35	47%	67	91%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	97	7	7%	90	93%	1	1%	10	11%	27	30%	52	58%	79	88%
Female	54	6	11%	48	89%	1	2%	7	15%	13	27%	27	56%	40	83%
Male	43	1	2%	42	98%	0	0%	3	7%	14	33%	25	60%	39	93%
General Education Students	93	4	4%	89	96%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	62	0	0%	62	100%	0	0%	4	6%	16	26%	42	68%	58	94%
Hispanic or Latino	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
White	28	5	18%	23	82%	0	0%	5	22%	9	39%	9	39%	18	78%
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	20	0	0%	20	100%	1	5%	5	25%	4	20%	10	50%	14	70%
Not Economically Disadvantaged	77	7	9%	70	91%	0	0%	5	7%	23	33%	42	60%	65	93%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	96	7	7%	89	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	97	7	7%	90	93%	1	1%	10	11%	27	30%	52	58%	79	88%
Not Homeless	97	7	7%	90	93%	1	1%	10	11%	27	30%	52	58%	79	88%
Not Migrant	97	7	7%	90	93%	1	1%	10	11%	27	30%	52	58%	79	88%
Parent Not in Armed Forces	97	7	7%	90	93%	1	1%	10	11%	27	30%	52	58%	79	88%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	6	0	0%	6	100%	0	0%	1	17%	1	17%	3	50%	1	17%
Grade 1	9	0	0%	9	100%	0	0%	0	0%	2	22%	4	44%	3	33%
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	6	0	0%	6	100%	0	0%	0	0%	1	17%	3	50%	2	33%
Grade 4	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	47	6	13%	1	1	100%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

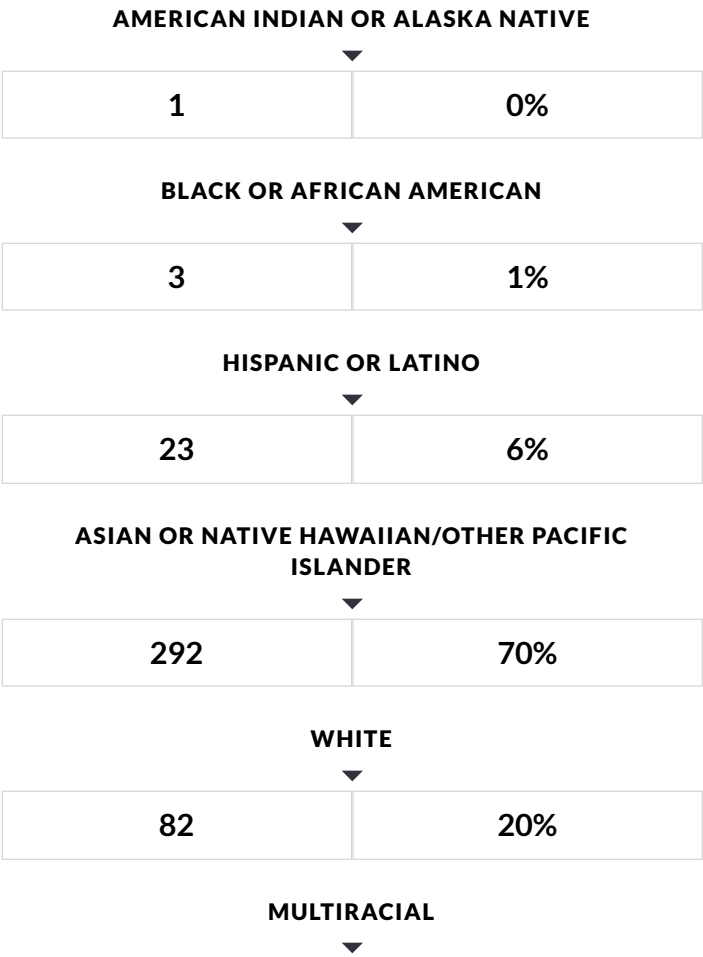
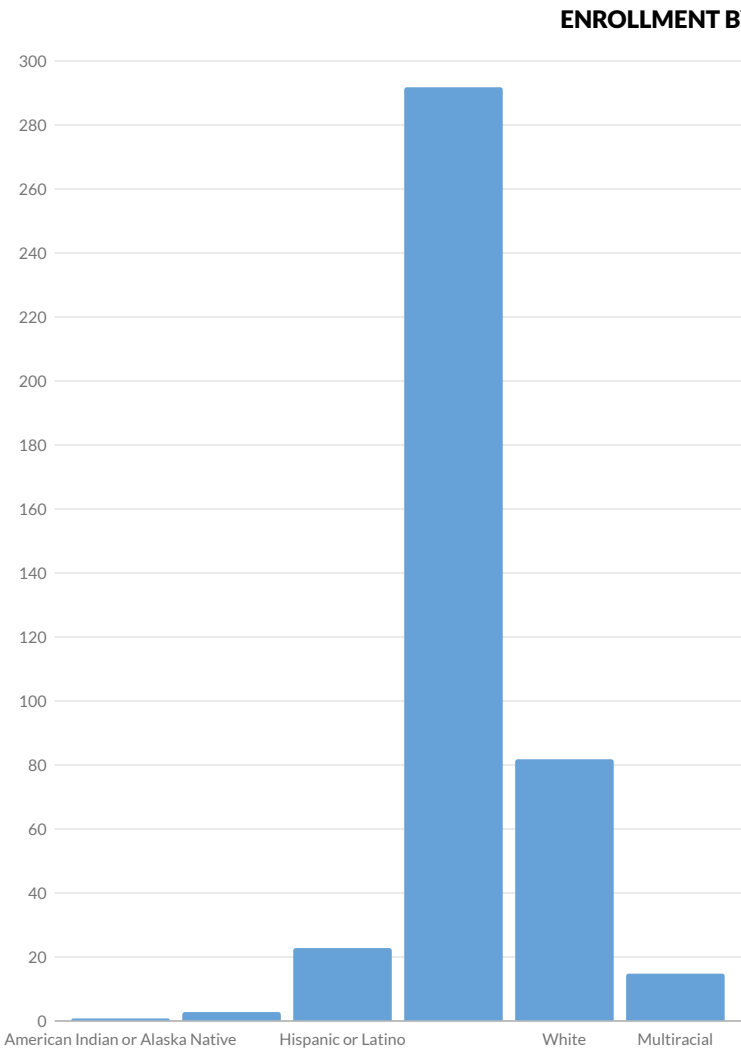
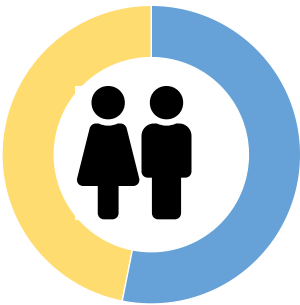
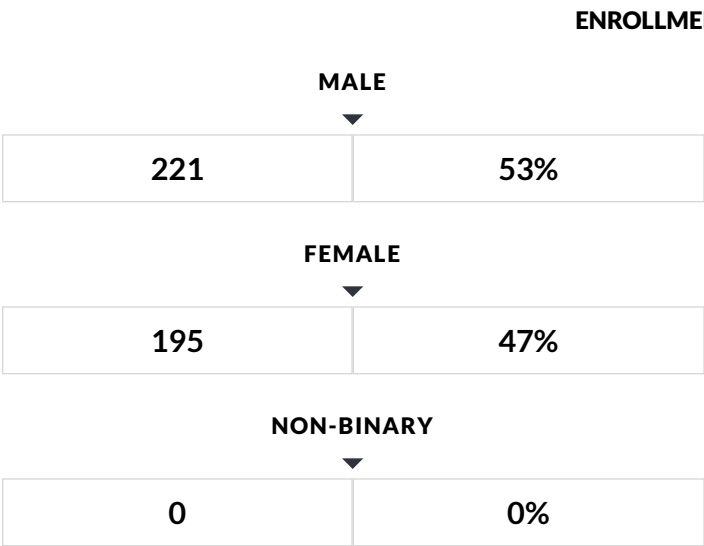
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	40	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

**Section 5: School Report Card
South Grove Elementary School**

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

SOUTH GROVE ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 416



15	4%
----	----

SOUTH GROVE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	416	\$186,441	\$448	\$10,133,477	\$24,359	\$10,319,918	\$24,807
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:51 AM EST

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

34	8%
----	----

STUDENTS WITH DISABILITIES

23	6%
----	----

ECONOMICALLY DISADVANTAGED

63	15%
----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

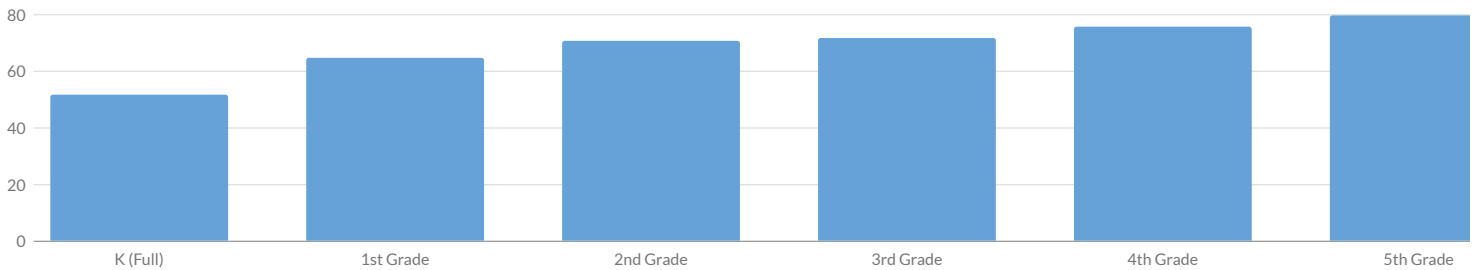
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

52	13%
----	-----

1ST GRADE

65	16%
----	-----

2ND GRADE

71	17%
----	-----

3RD GRADE

72	17%
----	-----

4TH GRADE

76	18%
----	-----

5TH GRADE

80	19%
----	-----

SOUTH GROVE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	4	4	—	—
Multiracial	—	—	—	—
White	4	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	—	—	—	—
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	212	210.1	4
	Math	216	224.5	
	Combined	428	217.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	148	218.9	4
	Math	151	230.8	
	Combined	299	224.9	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	14	167.9	4
	Math	14	185.7	
	Combined	28	176.8	
Multiracial	ELA	11	227.3	—
	Math	11	236.4	
	Combined	22	—	
White	ELA	38	185.5	4
	Math	39	210.3	
	Combined	77	198.1	
English Language Learner	ELA	5	120	—
	Math	5	170	
	Combined	10	—	
Students with Disabilities	ELA	7	150	—
	Math	7	164.3	
	Combined	14	—	
Economically Disadvantaged	ELA	35	184.3	4
	Math	35	198.6	
	Combined	70	191.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	213	209.2	4
	Math	216	224.5	
	Combined	429	216.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	148	218.9	4
	Math	151	230.8	
	Combined	299	224.9	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	15	156.7	4
	Math	15	173.3	
	Combined	30	165	
Multiracial	ELA	11	227.3	—
	Math	11	236.4	
	Combined	22	—	
White	ELA	43	164	4
	Math	43	190.7	
	Combined	86	177.3	
English Language Learner	ELA	6	100	—
	Math	6	141.7	
	Combined	12	—	
Students with Disabilities	ELA	9	116.7	—
	Math	9	127.8	
	Combined	18	—	
Economically Disadvantaged	ELA	35	184.3	4
	Math	35	198.6	
	Combined	70	191.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	25	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	1	—	—	—	—
White	1	—	—	—	—
English Language Learner	25	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	374	19	5.1%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	265	12	4.5%	4
Black or African American	1	—	—	—
Hispanic or Latino	21	—	—	—
Multiracial	14	—	—	—
White	72	2	2.8%	4
English Language Learner	24	—	—	—
Students with Disabilities	22	—	—	—
Economically Disadvantaged	61	3	4.9%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	232	94.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	159	98.1%
Black or African American	—	1	—
Hispanic or Latino	—	16	—
Multiracial	—	11	—
White	✗	45	84.4%
English Language Learner	—	6	—
Students with Disabilities	—	9	—
Economically Disadvantaged	✓	41	97.6%

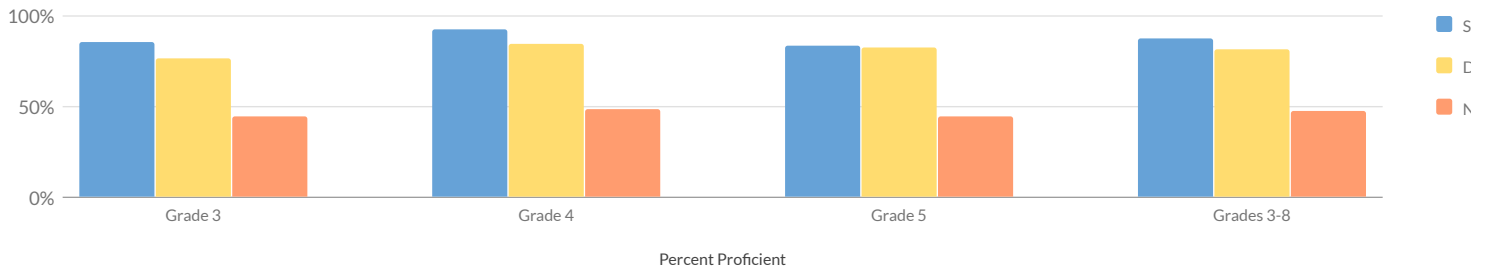
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	232	96.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	159	100%
Black or African American	—	1	—
Hispanic or Latino	—	16	—
Multiracial	—	11	—
White	✗	45	86.7%
English Language Learner	—	6	—
Students with Disabilities	—	9	—
Economically Disadvantaged	✓	41	97.6%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

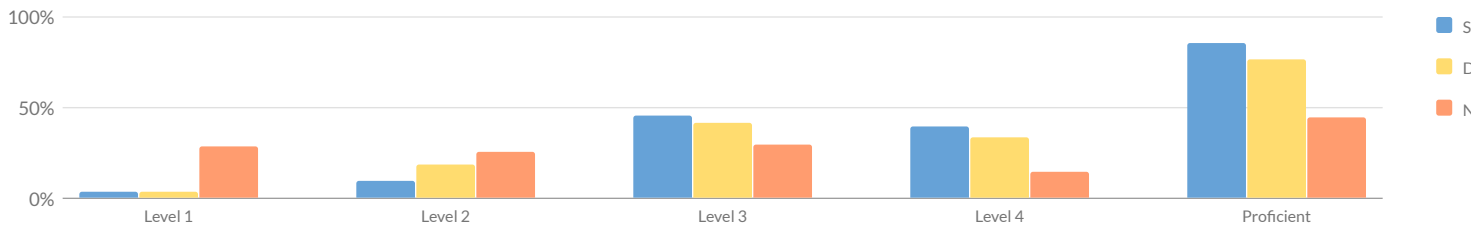
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	72	2	3%	70	97%	3	4%	7	10%	32	46%	28	40%	60	86%
Grade 4	78	3	4%	75	96%	0	0%	5	7%	23	31%	47	63%	70	93%
Grade 5	82	7	9%	75	91%	1	1%	11	15%	28	37%	35	47%	63	84%
Grades 3-8	232	12	5%	220	95%	4	2%	23	10%	83	38%	110	50%	193	88%

GRADE 3 ELA RESULTS

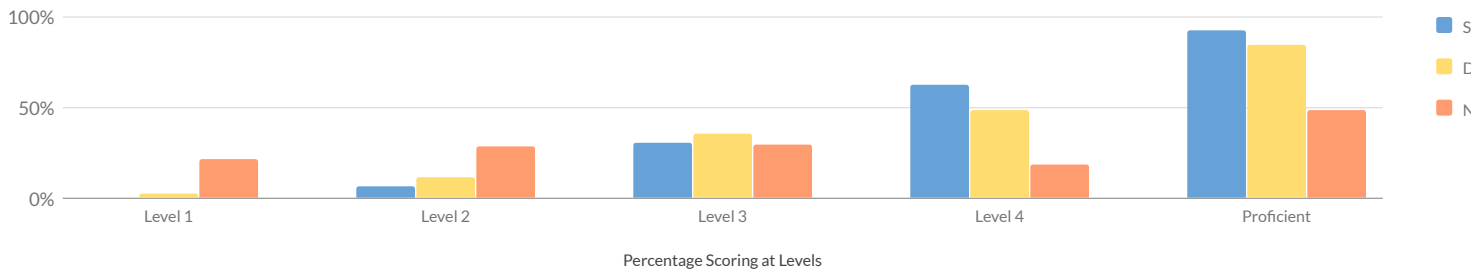
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	2	3%	70	97%	3	4%	7	10%	32	46%	28	40%	60	86%
Female	33	1	3%	32	97%	1	3%	0	0%	14	44%	17	53%	31	97%
Male	39	1	3%	38	97%	2	5%	7	18%	18	47%	11	29%	29	76%
General Education Students	69	2	3%	67	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	0	0%	47	100%	0	0%	4	9%	23	49%	20	43%	43	91%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	13	1	8%	12	92%	1	8%	2	17%	5	42%	4	33%	9	75%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	2	18%	1	9%	4	36%	4	36%	8	73%
Economically Disadvantaged	17	0	0%	17	100%	2	12%	4	24%	6	35%	5	29%	11	65%
Not Economically Disadvantaged	55	2	4%	53	96%	1	2%	3	6%	26	49%	23	43%	49	92%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	70	2	3%	68	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	72	2	3%	70	97%	3	4%	7	10%	32	46%	28	40%	60	86%
Not Homeless	72	2	3%	70	97%	3	4%	7	10%	32	46%	28	40%	60	86%
Not Migrant	72	2	3%	70	97%	3	4%	7	10%	32	46%	28	40%	60	86%
Parent Not in Armed Forces	72	2	3%	70	97%	3	4%	7	10%	32	46%	28	40%	60	86%

GRADE 4 ELA RESULTS

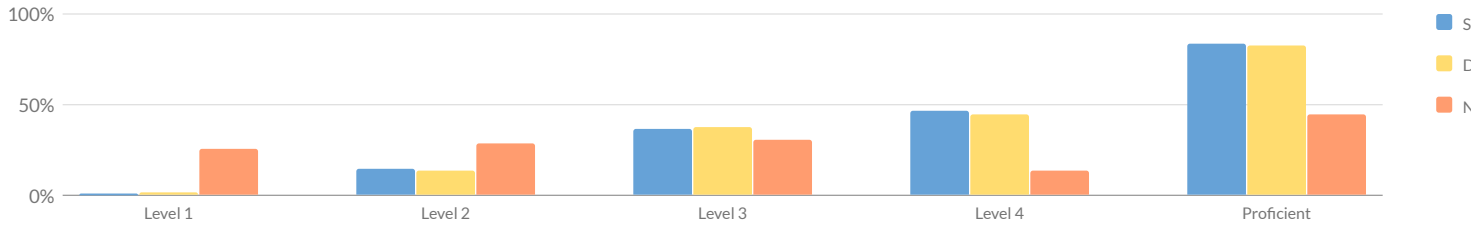
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	3	4%	75	96%	0	0%	5	7%	23	31%	47	63%	70	93%
Female	36	0	0%	36	100%	0	0%	2	6%	9	25%	25	69%	34	94%
Male	42	3	7%	39	93%	0	0%	3	8%	14	36%	22	56%	36	92%
General Education Students	74	1	1%	73	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	53	0	0%	53	100%	0	0%	3	6%	17	32%	33	62%	50	94%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	15	2	13%	13	87%	0	0%	1	8%	3	23%	9	69%	12	92%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	11%	3	33%	5	56%	8	89%
Economically Disadvantaged	15	1	7%	14	93%	0	0%	1	7%	5	36%	8	57%	13	93%
Not Economically Disadvantaged	63	2	3%	61	97%	0	0%	4	7%	18	30%	39	64%	57	93%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	74	2	3%	72	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	78	3	4%	75	96%	0	0%	5	7%	23	31%	47	63%	70	93%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	77	3	4%	74	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	78	3	4%	75	96%	0	0%	5	7%	23	31%	47	63%	70	93%
Parent Not in Armed Forces	78	3	4%	75	96%	0	0%	5	7%	23	31%	47	63%	70	93%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



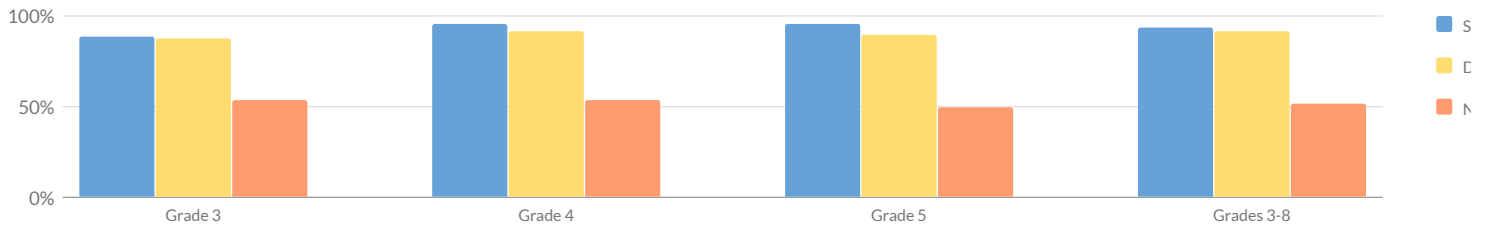
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	7	9%	75	91%	1	1%	11	15%	28	37%	35	47%	63	84%
Female	41	4	10%	37	90%	0	0%	1	3%	15	41%	21	57%	36	97%
Male	41	3	7%	38	93%	1	3%	10	26%	13	34%	14	37%	27	71%
General Education Students	80	7	9%	73	91%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	59	3	5%	56	95%	0	0%	4	7%	22	39%	30	54%	52	93%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	17	4	24%	13	76%	1	8%	6	46%	4	31%	2	15%	6	46%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	3	33%	3	33%	3	33%	6	67%
Not Economically Disadvantaged	73	7	10%	66	90%	1	2%	8	12%	25	38%	32	48%	57	86%
Non-English Language Learner	82	7	9%	75	91%	1	1%	11	15%	28	37%	35	47%	63	84%
Not in Foster Care	82	7	9%	75	91%	1	1%	11	15%	28	37%	35	47%	63	84%
Not Homeless	82	7	9%	75	91%	1	1%	11	15%	28	37%	35	47%	63	84%
Not Migrant	82	7	9%	75	91%	1	1%	11	15%	28	37%	35	47%	63	84%
Parent Not in Armed Forces	82	7	9%	75	91%	1	1%	11	15%	28	37%	35	47%	63	84%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

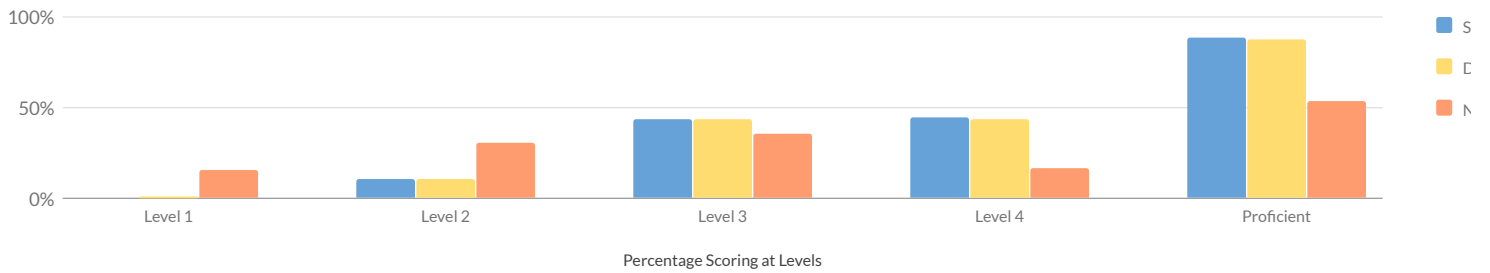


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	72	1	1%	71	99%	0	0%	8	11%	31	44%	32	45%	63	89%
Grade 4	78	3	4%	75	96%	0	0%	3	4%	20	27%	52	69%	72	96%
Grade 5	82	4	5%	78	95%	0	0%	3	4%	23	29%	52	67%	75	96%
Grades 3-8	232	8	3%	224	97%	0	0%	14	6%	74	33%	136	61%	210	94%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

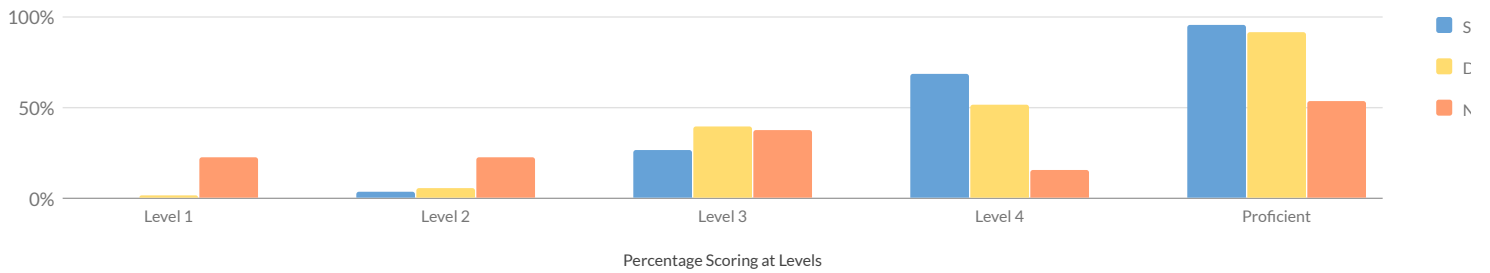
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	1	1%	71	99%	0	0%	8	11%	31	44%	32	45%	63	89%
Female	33	0	0%	33	100%	0	0%	2	6%	19	58%	12	36%	31	94%
Male	39	1	3%	38	97%	0	0%	6	16%	12	32%	20	53%	32	84%
General Education Students	69	1	1%	68	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	0	0%	47	100%	0	0%	2	4%	20	43%	25	53%	45	96%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
White	13	0	0%	13	100%	0	0%	3	23%	6	46%	4	31%	10	77%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	0	0%	3	27%	5	45%	3	27%	8	73%
Economically Disadvantaged	17	0	0%	17	100%	0	0%	5	29%	9	53%	3	18%	12	71%
Not Economically Disadvantaged	55	1	2%	54	98%	0	0%	3	6%	22	41%	29	54%	51	94%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	70	1	1%	69	99%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	72	1	1%	71	99%	0	0%	8	11%	31	44%	32	45%	63	89%
Not Homeless	72	1	1%	71	99%	0	0%	8	11%	31	44%	32	45%	63	89%
Not Migrant	72	1	1%	71	99%	0	0%	8	11%	31	44%	32	45%	63	89%
Parent Not in Armed Forces	72	1	1%	71	99%	0	0%	8	11%	31	44%	32	45%	63	89%

GRADE 4 MATH RESULTS

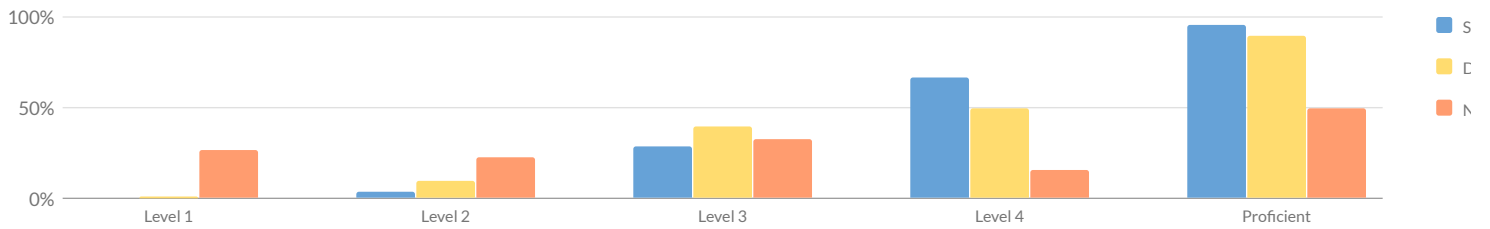
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	3	4%	75	96%	0	0%	3	4%	20	27%	52	69%	72	96%
Female	36	0	0%	36	100%	0	0%	1	3%	11	31%	24	67%	35	97%
Male	42	3	7%	39	93%	0	0%	2	5%	9	23%	28	72%	37	95%
General Education Students	74	1	1%	73	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	53	0	0%	53	100%	0	0%	1	2%	12	23%	40	75%	52	98%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	15	2	13%	13	87%	0	0%	1	8%	5	38%	7	54%	12	92%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	11%	3	33%	5	56%	8	89%
Economically Disadvantaged	15	1	7%	14	93%	0	0%	1	7%	4	29%	9	64%	13	93%
Not Economically Disadvantaged	63	2	3%	61	97%	0	0%	2	3%	16	26%	43	70%	59	97%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	74	2	3%	72	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	78	3	4%	75	96%	0	0%	3	4%	20	27%	52	69%	72	96%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	77	3	4%	74	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	78	3	4%	75	96%	0	0%	3	4%	20	27%	52	69%	72	96%
Parent Not in Armed Forces	78	3	4%	75	96%	0	0%	3	4%	20	27%	52	69%	72	96%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	4	5%	78	95%	0	0%	3	4%	23	29%	52	67%	75	96%
Female	41	1	2%	40	98%	0	0%	1	3%	10	25%	29	73%	39	98%
Male	41	3	7%	38	93%	0	0%	2	5%	13	34%	23	61%	36	95%
General Education Students	80	4	5%	76	95%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	59	0	0%	59	100%	0	0%	2	3%	17	29%	40	68%	57	97%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	17	4	24%	13	76%	0	0%	1	8%	5	38%	7	54%	12	92%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	1	11%	5	56%	3	33%	8	89%
Not Economically Disadvantaged	73	4	5%	69	95%	0	0%	2	3%	18	26%	49	71%	67	97%
Non-English Language Learner	82	4	5%	78	95%	0	0%	3	4%	23	29%	52	67%	75	96%
Not in Foster Care	82	4	5%	78	95%	0	0%	3	4%	23	29%	52	67%	75	96%
Not Homeless	82	4	5%	78	95%	0	0%	3	4%	23	29%	52	67%	75	96%
Not Migrant	82	4	5%	78	95%	0	0%	3	4%	23	29%	52	67%	75	96%
Parent Not in Armed Forces	82	4	5%	78	95%	0	0%	3	4%	23	29%	52	67%	75	96%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	14	0	0%	14	100%	0	0%	1	7%	2	14%	7	50%	4	29%
Grade 1	12	0	0%	12	100%	0	0%	0	0%	3	25%	5	42%	4	33%
Grade 2	6	0	0%	6	100%	0	0%	2	33%	0	0%	1	17%	3	50%
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	40	3	8%	1	0	0%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

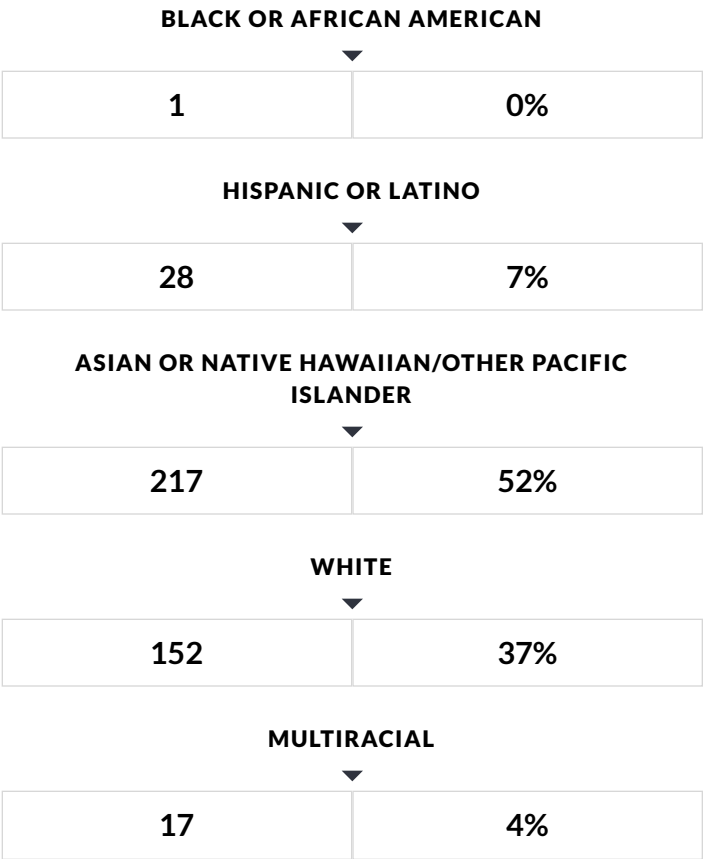
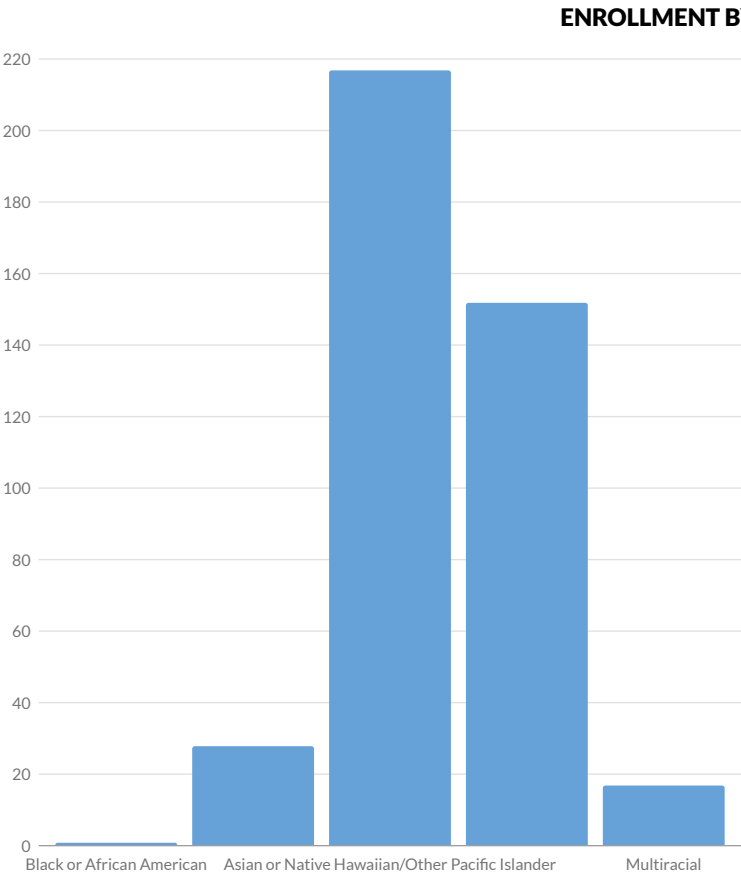
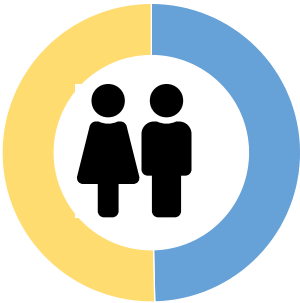
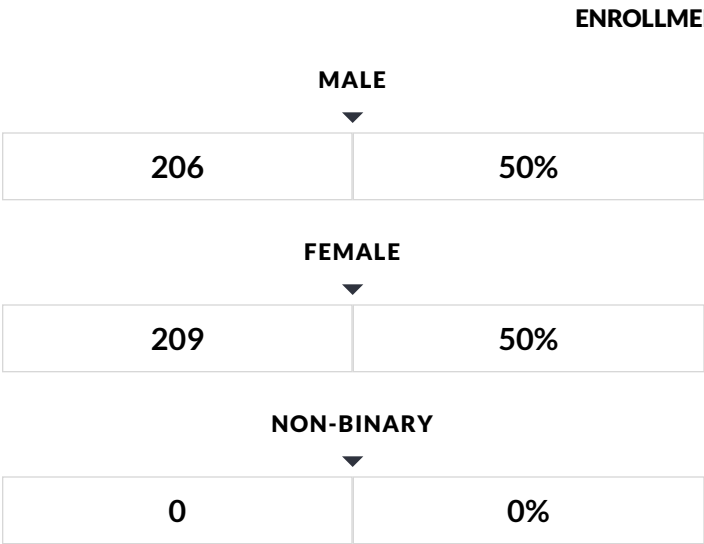
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	39	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 6: School Report Card
Village Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

VILLAGE ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 415



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

34	8%
----	----

STUDENTS WITH DISABILITIES

39	9%
----	----

ECONOMICALLY DISADVANTAGED

50	12%
----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

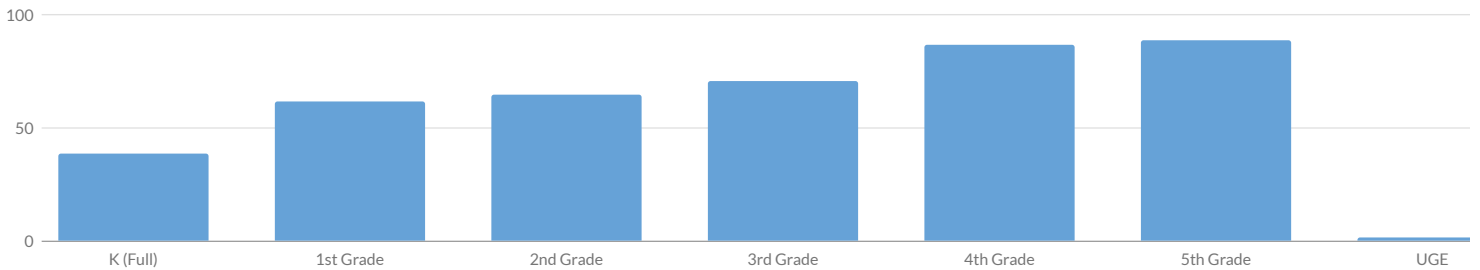
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

39	9%
----	----

1ST GRADE

62	15%
----	-----

2ND GRADE

65	16%
----	-----

3RD GRADE

71	17%
----	-----

4TH GRADE

87	21%
----	-----

5TH GRADE

89	21%
----	-----

UNGRADED ELEMENTA...

2	0%
---	----

VILLAGE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	415	\$196,919	\$475	\$9,642,695	\$23,235	\$9,839,614	\$23,710
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:52 AM EST

VILLAGE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	4	4	—	4
English Language Learner	—	—	4	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	220	204.3	4
	Math	221	212.2	
	Combined	441	208.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	129	208.1	4
	Math	132	220.8	
	Combined	261	214.6	
Hispanic or Latino	ELA	12	212.5	—
	Math	12	216.7	
	Combined	24	—	
Multiracial	ELA	10	215	—
	Math	10	225	
	Combined	20	—	
White	ELA	69	194.2	4
	Math	67	192.5	
	Combined	136	193.4	
English Language Learner	ELA	9	144.4	—
	Math	12	170.8	
	Combined	21	—	
Students with Disabilities	ELA	17	120.6	4
	Math	17	152.9	
	Combined	34	136.8	
Economically Disadvantaged	ELA	25	174	4
	Math	25	208	
	Combined	50	191	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	236	190.5	4
	Math	238	197.1	
	Combined	474	193.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	129	208.1	4
	Math	132	220.8	
	Combined	261	214.6	
Hispanic or Latino	ELA	12	212.5	—
	Math	12	216.7	
	Combined	24	—	
Multiracial	ELA	10	215	—
	Math	10	225	
	Combined	20	—	
White	ELA	84	159.5	4
	Math	84	153.6	
	Combined	168	156.5	
English Language Learner	ELA	11	118.2	—
	Math	13	157.7	
	Combined	24	—	
Students with Disabilities	ELA	28	73.2	4
	Math	28	92.9	
	Combined	56	83	
Economically Disadvantaged	ELA	29	150	4
	Math	29	179.3	
	Combined	58	164.7	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	55%	80%	1.5	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	1	—	—	—	—
White	2	—	—	—	—
English Language Learner	32	55%	80%	1.5	4
Students with Disabilities	9	—	—	—	—
Economically Disadvantaged	15	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	381	25	6.6%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	9	4.4%	4
Black or African American	1	—	—	—
Hispanic or Latino	25	—	—	—
Multiracial	15	—	—	—
White	134	12	9%	4
English Language Learner	28	—	—	—
Students with Disabilities	45	8	17.8%	4
Economically Disadvantaged	47	4	8.5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	251	88.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	139	95%
Black or African American	—	0	—
Hispanic or Latino	—	13	—
Multiracial	—	11	—
White	X	88	78.4%
English Language Learner	—	14	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	30	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	251	88.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	139	95.7%
Black or African American	—	0	—
Hispanic or Latino	—	13	—
Multiracial	—	11	—
White	X	88	76.1%
English Language Learner	—	14	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	30	—

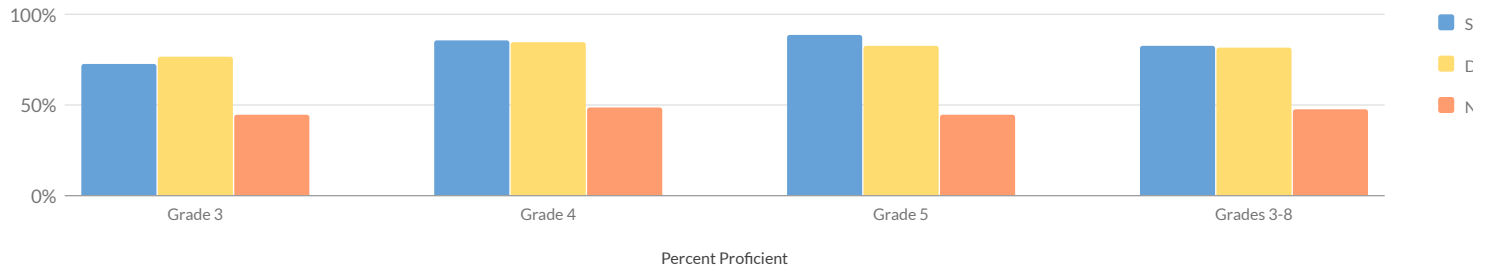
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

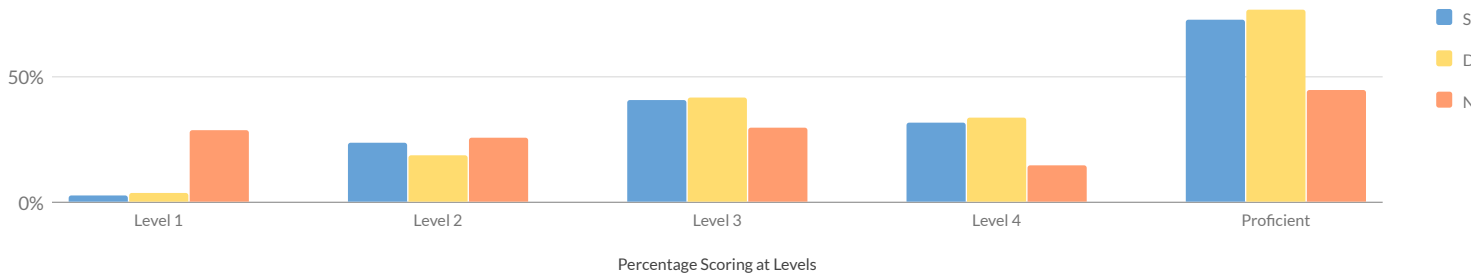
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	7	10%	66	90%	2	3%	16	24%	27	41%	21	32%	48	73%
Grade 4	89	16	18%	73	82%	3	4%	7	10%	23	32%	40	55%	63	86%
Grade 5	89	8	9%	81	91%	0	0%	9	11%	30	37%	42	52%	72	89%
Grades 3-8	251	31	12%	220	88%	5	2%	32	15%	80	36%	103	47%	183	83%

GRADE 3 ELA RESULTS

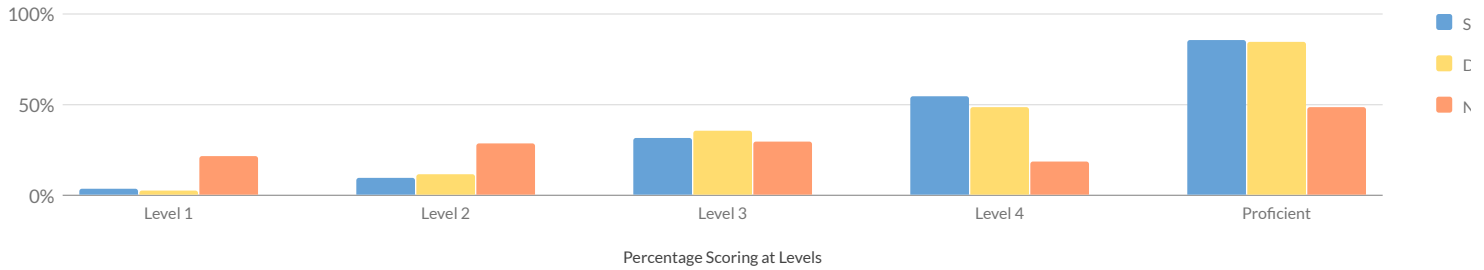
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	7	10%	66	90%	2	3%	16	24%	27	41%	21	32%	48	73%
Female	30	1	3%	29	97%	1	3%	4	14%	14	48%	10	34%	24	83%
Male	43	6	14%	37	86%	1	3%	12	32%	13	35%	11	30%	24	65%
General Education Students	67	5	7%	62	93%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	41	3	7%	38	93%	0	0%	11	29%	14	37%	13	34%	27	71%
Hispanic or Latino	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
White	22	3	14%	19	86%	2	11%	4	21%	9	47%	4	21%	13	68%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	11%	4	44%	4	44%	8	89%
Economically Disadvantaged	7	2	29%	5	71%	0	0%	3	60%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	66	5	8%	61	92%	2	3%	13	21%	25	41%	21	34%	46	75%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	5	7%	64	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	7	10%	66	90%	2	3%	16	24%	27	41%	21	32%	48	73%
Not Homeless	73	7	10%	66	90%	2	3%	16	24%	27	41%	21	32%	48	73%
Not Migrant	73	7	10%	66	90%	2	3%	16	24%	27	41%	21	32%	48	73%
Parent Not in Armed Forces	73	7	10%	66	90%	2	3%	16	24%	27	41%	21	32%	48	73%

GRADE 4 ELA RESULTS

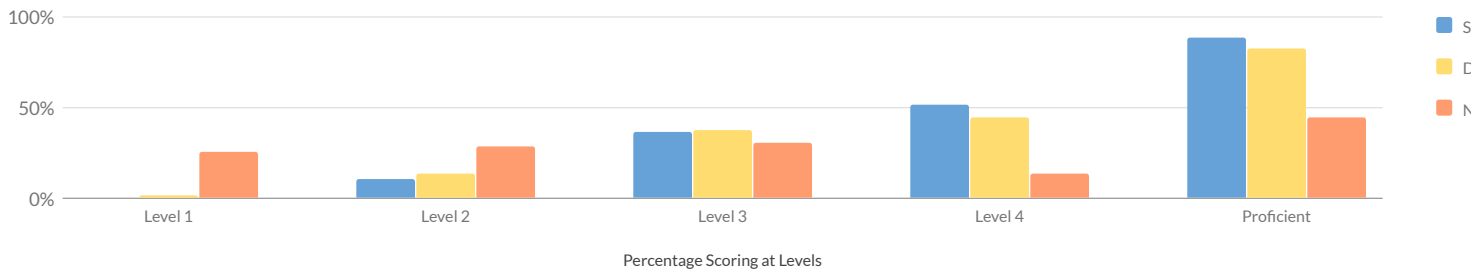
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	16	18%	73	82%	3	4%	7	10%	23	32%	40	55%	63	86%
Female	41	10	24%	31	76%	1	3%	4	13%	10	32%	16	52%	26	84%
Male	48	6	13%	42	88%	2	5%	3	7%	13	31%	24	57%	37	88%
General Education Students	74	8	11%	66	89%	0	0%	5	8%	21	32%	40	61%	61	92%
Students with Disabilities	15	8	53%	7	47%	3	43%	2	29%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	47	4	9%	43	91%	2	5%	3	7%	16	37%	22	51%	38	88%
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	33	11	33%	22	67%	1	5%	3	14%	5	23%	13	59%	18	82%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	1	13%	2	25%	5	63%	7	88%
Economically Disadvantaged	7	2	29%	5	71%	0	0%	3	60%	0	0%	2	40%	2	40%
Not Economically Disadvantaged	82	14	17%	68	83%	3	4%	4	6%	23	34%	38	56%	61	90%
English Language Learner	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	82	13	16%	69	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	16	18%	73	82%	3	4%	7	10%	23	32%	40	55%	63	86%
Not Homeless	89	16	18%	73	82%	3	4%	7	10%	23	32%	40	55%	63	86%
Not Migrant	89	16	18%	73	82%	3	4%	7	10%	23	32%	40	55%	63	86%
Parent Not in Armed Forces	89	16	18%	73	82%	3	4%	7	10%	23	32%	40	55%	63	86%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

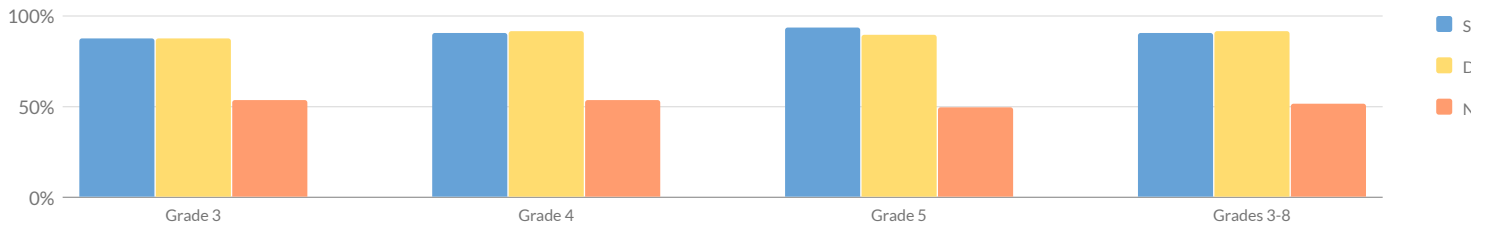


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	8	9%	81	91%	0	0%	9	11%	30	37%	42	52%	72	89%
Female	49	5	10%	44	90%	0	0%	4	9%	17	39%	23	52%	40	91%
Male	40	3	8%	37	93%	0	0%	5	14%	13	35%	19	51%	32	86%
General Education Students	81	5	6%	76	94%	0	0%	6	8%	28	37%	42	55%	70	92%
Students with Disabilities	8	3	38%	5	63%	0	0%	3	60%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	51	2	4%	49	96%	0	0%	4	8%	15	31%	30	61%	45	92%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	33	6	18%	27	82%	0	0%	4	15%	14	52%	9	33%	23	85%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
Economically Disadvantaged	16	1	6%	15	94%	0	0%	3	20%	9	60%	3	20%	12	80%
Not Economically Disadvantaged	73	7	10%	66	90%	0	0%	6	9%	21	32%	39	59%	60	91%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	86	8	9%	78	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	8	9%	81	91%	0	0%	9	11%	30	37%	42	52%	72	89%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	8	9%	80	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	89	8	9%	81	91%	0	0%	9	11%	30	37%	42	52%	72	89%
Parent Not in Armed Forces	89	8	9%	81	91%	0	0%	9	11%	30	37%	42	52%	72	89%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

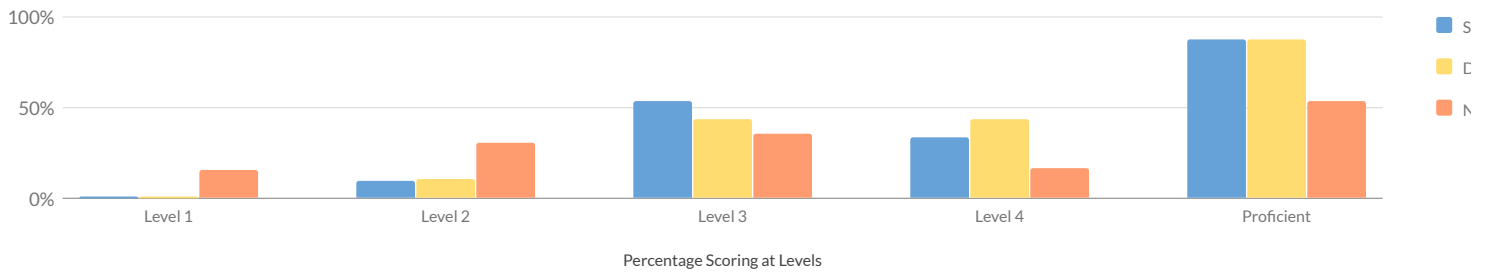


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	5	7%	68	93%	1	1%	7	10%	37	54%	23	34%	60	88%
Grade 4	89	15	17%	74	83%	3	4%	4	5%	26	35%	41	55%	67	91%
Grade 5	89	10	11%	79	89%	0	0%	5	6%	35	44%	39	49%	74	94%
Grades 3-8	251	30	12%	221	88%	4	2%	16	7%	98	44%	103	47%	201	91%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

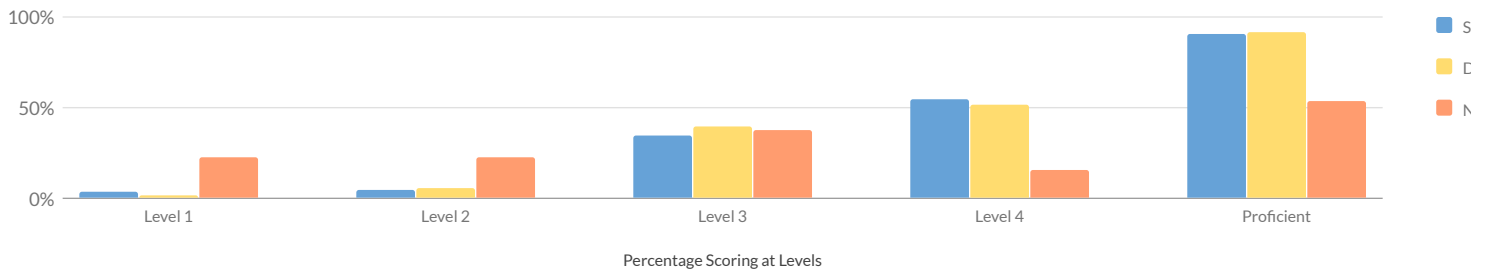
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	5	7%	68	93%	1	1%	7	10%	37	54%	23	34%	60	88%
Female	30	1	3%	29	97%	0	0%	3	10%	14	48%	12	41%	26	90%
Male	43	4	9%	39	91%	1	3%	4	10%	23	59%	11	28%	34	87%
General Education Students	67	2	3%	65	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	41	3	7%	38	93%	0	0%	1	3%	21	55%	16	42%	37	97%
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
White	22	2	9%	20	91%	1	5%	6	30%	10	50%	3	15%	13	65%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	7	2	29%	5	71%	0	0%	0	0%	5	100%	0	0%	5	100%
Not Economically Disadvantaged	66	3	5%	63	95%	1	2%	7	11%	32	51%	23	37%	55	87%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	69	4	6%	65	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	5	7%	68	93%	1	1%	7	10%	37	54%	23	34%	60	88%
Not Homeless	73	5	7%	68	93%	1	1%	7	10%	37	54%	23	34%	60	88%
Not Migrant	73	5	7%	68	93%	1	1%	7	10%	37	54%	23	34%	60	88%
Parent Not in Armed Forces	73	5	7%	68	93%	1	1%	7	10%	37	54%	23	34%	60	88%

GRADE 4 MATH RESULTS

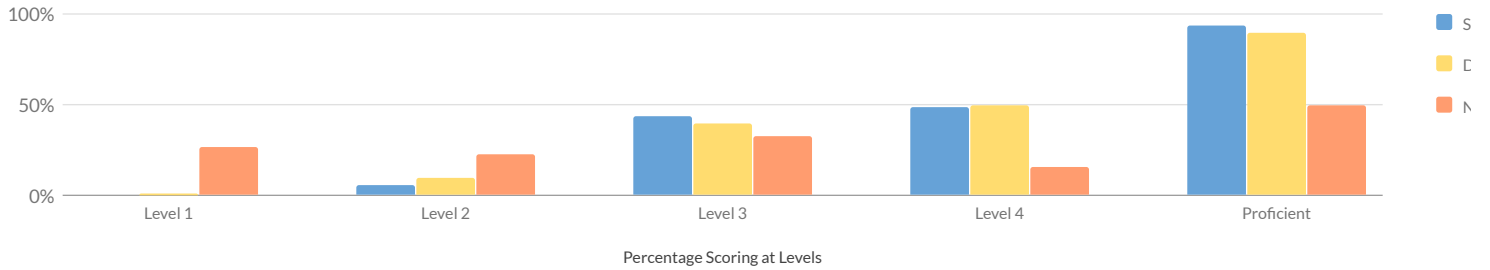
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	15	17%	74	83%	3	4%	4	5%	26	35%	41	55%	67	91%
Female	41	11	27%	30	73%	1	3%	1	3%	13	43%	15	50%	28	93%
Male	48	4	8%	44	92%	2	5%	3	7%	13	30%	26	59%	39	89%
General Education Students	74	8	11%	66	89%	1	2%	2	3%	24	36%	39	59%	63	95%
Students with Disabilities	15	7	47%	8	53%	2	25%	2	25%	2	25%	2	25%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	47	3	6%	44	94%	1	2%	2	5%	14	32%	27	61%	41	93%
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	33	11	33%	22	67%	2	9%	2	9%	7	32%	11	50%	18	82%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	0	0%	5	63%	3	38%	8	100%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	1	17%	3	50%	2	33%	5	83%
Not Economically Disadvantaged	82	14	17%	68	83%	3	4%	3	4%	23	34%	39	57%	62	91%
English Language Learner	7	1	14%	6	86%	0	0%	3	50%	2	33%	1	17%	3	50%
Non-English Language Learner	82	14	17%	68	83%	3	4%	1	1%	24	35%	40	59%	64	94%
Not in Foster Care	89	15	17%	74	83%	3	4%	4	5%	26	35%	41	55%	67	91%
Not Homeless	89	15	17%	74	83%	3	4%	4	5%	26	35%	41	55%	67	91%
Not Migrant	89	15	17%	74	83%	3	4%	4	5%	26	35%	41	55%	67	91%
Parent Not in Armed Forces	89	15	17%	74	83%	3	4%	4	5%	26	35%	41	55%	67	91%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	10	11%	79	89%	0	0%	5	6%	35	44%	39	49%	74	94%
Female	49	7	14%	42	86%	0	0%	2	5%	21	50%	19	45%	40	95%
Male	40	3	8%	37	93%	0	0%	3	8%	14	38%	20	54%	34	92%
General Education Students	81	7	9%	74	91%	0	0%	3	4%	32	43%	39	53%	71	96%
Students with Disabilities	8	3	38%	5	63%	0	0%	2	40%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	51	0	0%	51	100%	0	0%	2	4%	22	43%	27	53%	49	96%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	33	9	27%	24	73%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	38	10	26%	28	74%	0	0%	3	11%	13	46%	12	43%	25	89%
Economically Disadvantaged	16	2	13%	14	88%	0	0%	0	0%	10	71%	4	29%	14	100%
Not Economically Disadvantaged	73	8	11%	65	89%	0	0%	5	8%	25	38%	35	54%	60	92%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	86	10	12%	76	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	10	11%	79	89%	0	0%	5	6%	35	44%	39	49%	74	94%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	88	9	10%	79	90%	0	0%	5	6%	35	44%	39	49%	74	94%
Not Migrant	89	10	11%	79	89%	0	0%	5	6%	35	44%	39	49%	74	94%
Parent Not in Armed Forces	89	10	11%	79	89%	0	0%	5	6%	35	44%	39	49%	74	94%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	0	0%	0	0%	0	0%	2	29%	5	71%
Grade 1	11	0	0%	11	100%	0	0%	1	9%	4	36%	3	27%	3	27%
Grade 2	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	7	0	0%	7	100%	0	0%	0	0%	2	29%	1	14%	4	57%
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	40	3	8%	1	1	100%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

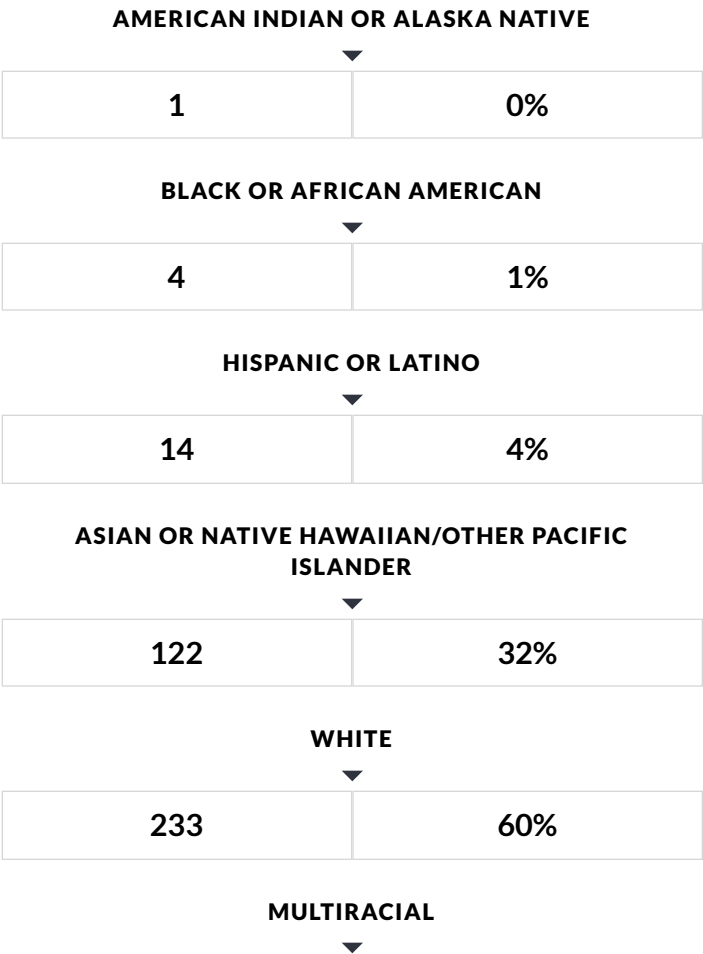
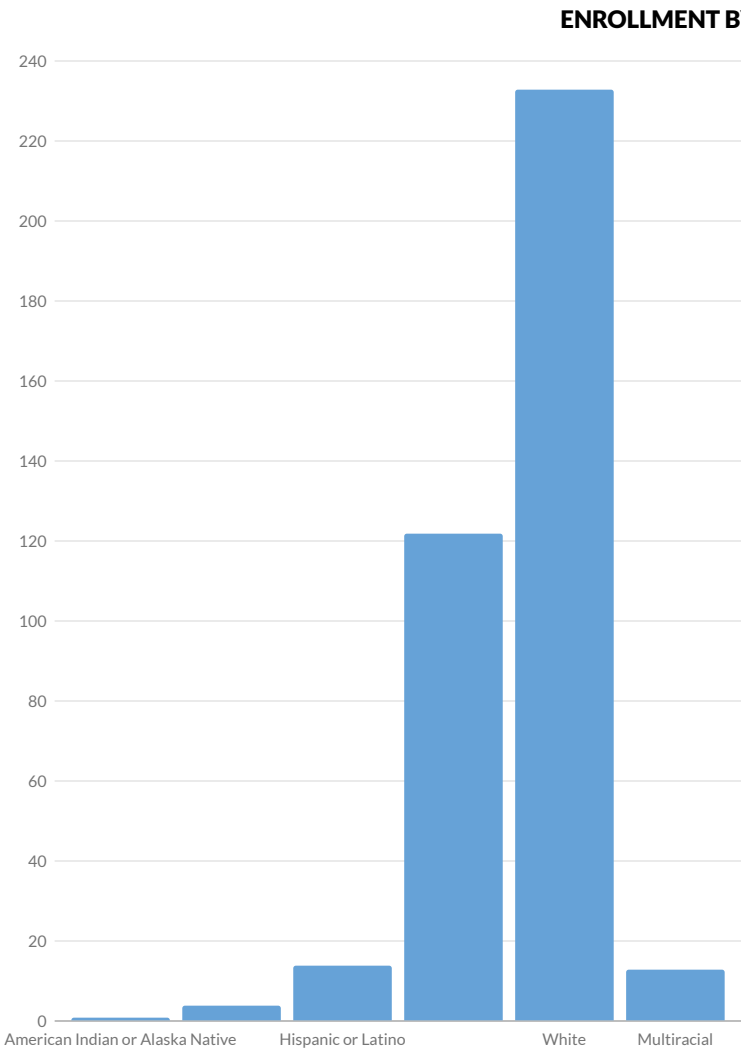
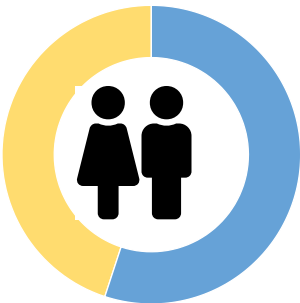
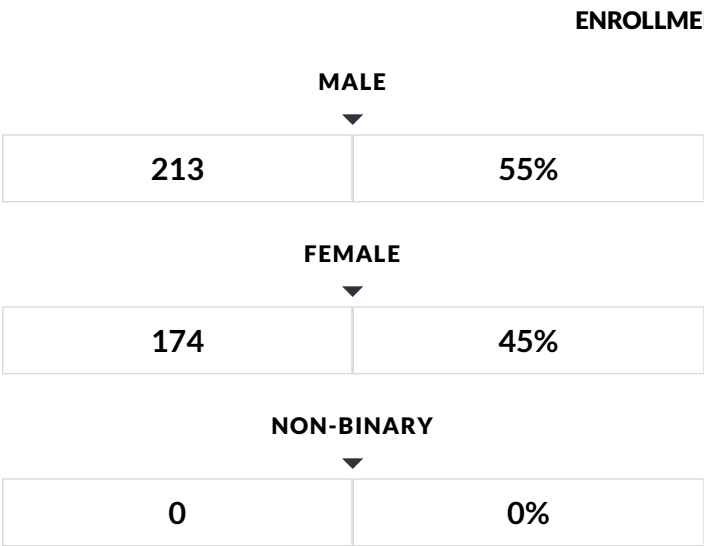
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	33	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 7: School Report Card
Walt Whitman Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

WALT WHITMAN ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 387



13	3%
----	----

WALT WHITMAN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	387	\$81,589	\$211	\$8,800,133	\$22,739	\$8,881,722	\$22,950
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:52 AM EST

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

11	3%
----	----

STUDENTS WITH DISABILITIES

29	7%
----	----

ECONOMICALLY DISADVANTAGED

36	9%
----	----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

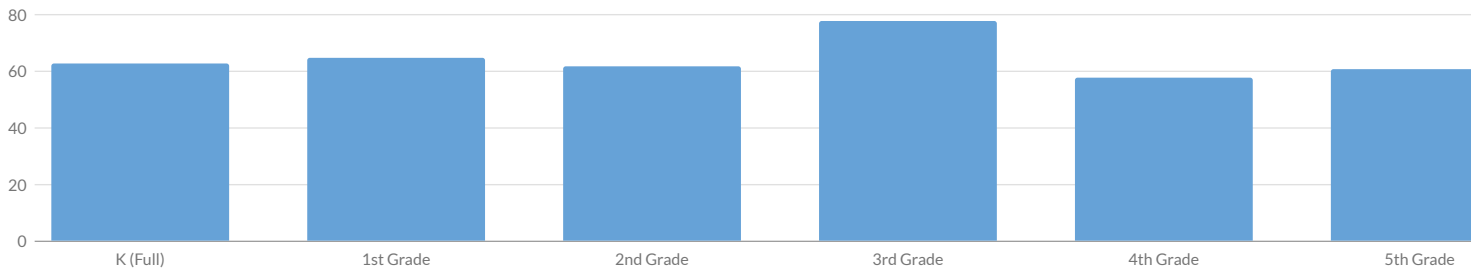
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

63	16%
----	-----

1ST GRADE

65	17%
----	-----

2ND GRADE

62	16%
----	-----

3RD GRADE

78	20%
----	-----

4TH GRADE

58	15%
----	-----

5TH GRADE

61	16%
----	-----

WALT WHITMAN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	4	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	—
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	163	195.4	4
	Math	163	204.3	
	Combined	326	199.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	67	198.5	4
	Math	66	206.8	
	Combined	133	202.6	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	5	180	—
	Math	4	—	
	Combined	9	—	
Multiracial	ELA	6	141.7	—
	Math	6	208.3	
	Combined	12	—	
White	ELA	84	197.6	4
	Math	86	202.3	
	Combined	170	200	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	14	107.1	4
	Math	14	153.6	
	Combined	28	130.4	
Economically Disadvantaged	ELA	18	180.6	4
	Math	18	194.4	
	Combined	36	187.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	187	170.3	4
	Math	187	178.1	
	Combined	374	174.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	67	198.5	4
	Math	66	206.8	
	Combined	133	202.6	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	6	150	—
	Math	6	133.3	
	Combined	12	—	
Multiracial	ELA	6	141.7	—
	Math	6	208.3	
	Combined	12	—	
White	ELA	109	152.3	4
	Math	109	159.6	
	Combined	218	156	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	20	75	4
	Math	20	107.5	
	Combined	40	91.3	
Economically Disadvantaged	ELA	18	180.6	4
	Math	18	194.4	
	Combined	36	187.5	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	9	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	328	40	12.2%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	109	14	12.8%	4
Black or African American	3	—	—	—
Hispanic or Latino	12	—	—	—
Multiracial	10	—	—	—
White	193	21	10.9%	4
English Language Learner	8	—	—	—
Students with Disabilities	28	—	—	—
Economically Disadvantaged	33	6	18.2%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	199	82.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	69	97.1%
Black or African American	—	1	—
Hispanic or Latino	—	6	—
Multiracial	—	6	—
White	✗	117	73.5%
English Language Learner	—	3	—
Students with Disabilities	—	21	—
Economically Disadvantaged	—	19	—

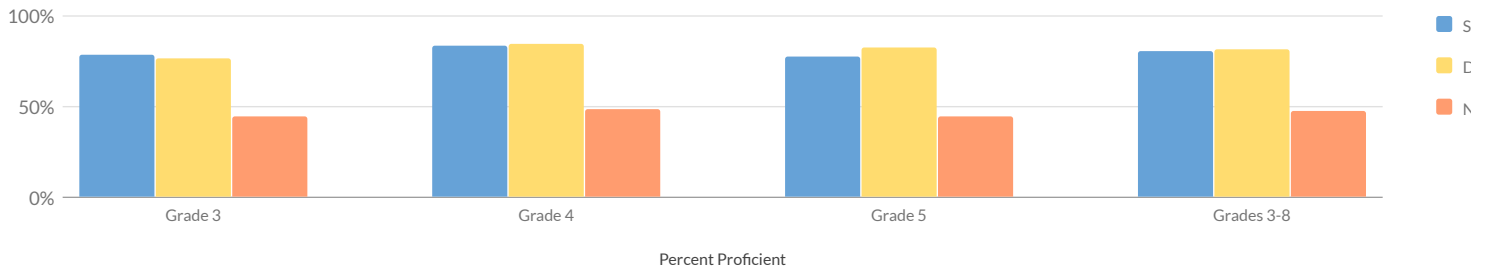
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	199	82.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	69	95.7%
Black or African American	—	1	—
Hispanic or Latino	—	6	—
Multiracial	—	6	—
White	✗	117	75.2%
English Language Learner	—	3	—
Students with Disabilities	—	21	—
Economically Disadvantaged	—	19	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

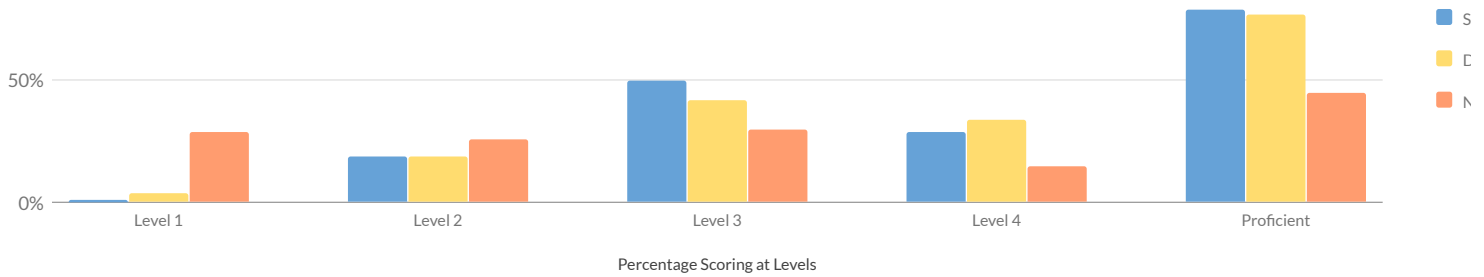
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	78	10	13%	68	87%	1	1%	13	19%	34	50%	20	29%	54	79%
Grade 4	59	8	14%	51	86%	3	6%	5	10%	20	39%	23	45%	43	84%
Grade 5	62	16	26%	46	74%	0	0%	10	22%	22	48%	14	30%	36	78%
Grades 3-8	199	34	17%	165	83%	4	2%	28	17%	76	46%	57	35%	133	81%

GRADE 3 ELA RESULTS

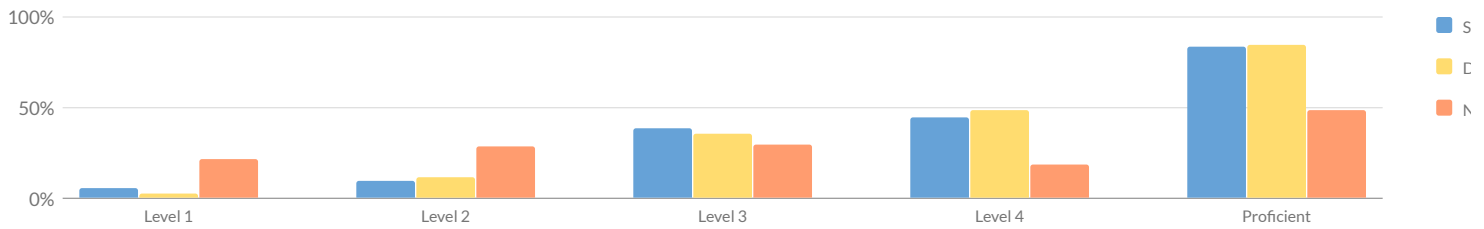
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	10	13%	68	87%	1	1%	13	19%	34	50%	20	29%	54	79%
Female	36	6	17%	30	83%	1	3%	4	13%	14	47%	11	37%	25	83%
Male	42	4	10%	38	90%	0	0%	9	24%	20	53%	9	24%	29	76%
General Education Students	70	8	11%	62	89%	0	0%	9	15%	33	53%	20	32%	53	85%
Students with Disabilities	8	2	25%	6	75%	1	17%	4	67%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	30	100%	0	0%	6	20%	15	50%	9	30%	24	80%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	43	10	23%	33	77%	1	3%	4	12%	17	52%	11	33%	28	85%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	3	33%	6	67%	0	0%	6	67%
Not Economically Disadvantaged	69	10	14%	59	86%	1	2%	10	17%	28	47%	20	34%	48	81%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	75	10	13%	65	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	78	10	13%	68	87%	1	1%	13	19%	34	50%	20	29%	54	79%
Not Homeless	78	10	13%	68	87%	1	1%	13	19%	34	50%	20	29%	54	79%
Not Migrant	78	10	13%	68	87%	1	1%	13	19%	34	50%	20	29%	54	79%
Parent Not in Armed Forces	78	10	13%	68	87%	1	1%	13	19%	34	50%	20	29%	54	79%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

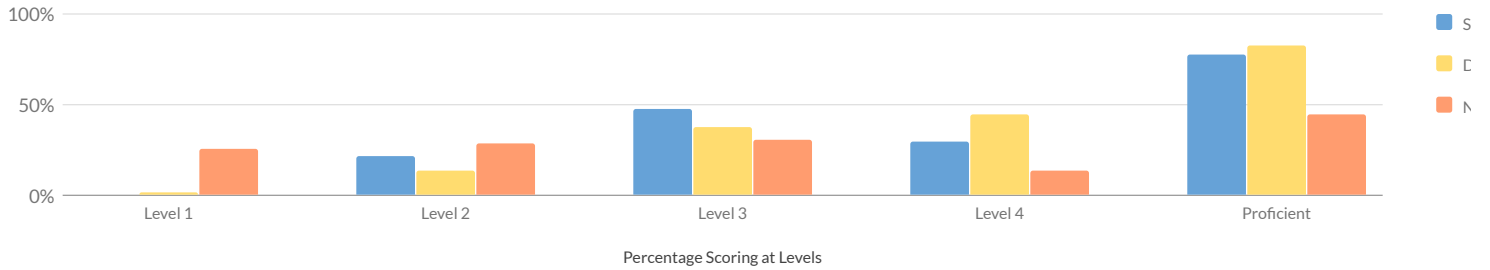


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	8	14%	51	86%	3	6%	5	10%	20	39%	23	45%	43	84%
Female	23	1	4%	22	96%	1	5%	2	9%	9	41%	10	45%	19	86%
Male	36	7	19%	29	81%	2	7%	3	10%	11	38%	13	45%	24	83%
General Education Students	53	7	13%	46	87%	1	2%	4	9%	18	39%	23	50%	41	89%
Students with Disabilities	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	17	94%	1	6%	1	6%	3	18%	12	71%	15	88%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	36	7	19%	29	81%	2	7%	2	7%	16	55%	9	31%	25	86%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	1	20%	2	40%	3	60%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Not Economically Disadvantaged	53	8	15%	45	85%	3	7%	4	9%	17	38%	21	47%	38	84%
Non-English Language Learner	59	8	14%	51	86%	3	6%	5	10%	20	39%	23	45%	43	84%
Not in Foster Care	59	8	14%	51	86%	3	6%	5	10%	20	39%	23	45%	43	84%
Not Homeless	59	8	14%	51	86%	3	6%	5	10%	20	39%	23	45%	43	84%
Not Migrant	59	8	14%	51	86%	3	6%	5	10%	20	39%	23	45%	43	84%
Parent Not in Armed Forces	59	8	14%	51	86%	3	6%	5	10%	20	39%	23	45%	43	84%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

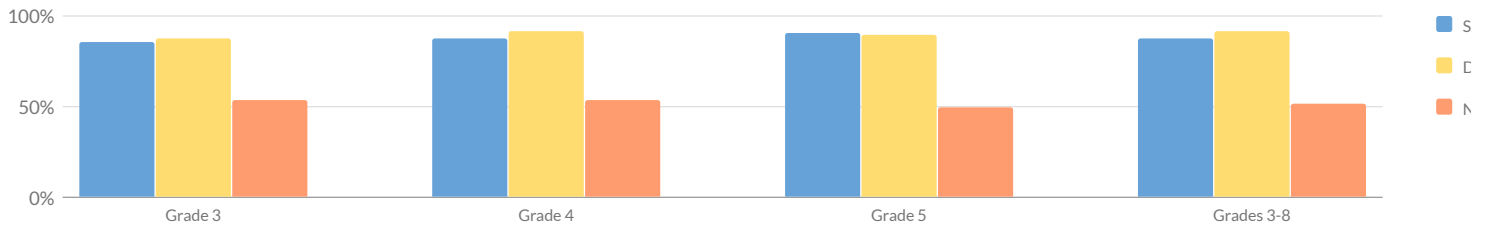


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	16	26%	46	74%	0	0%	10	22%	22	48%	14	30%	36	78%
Female	24	7	29%	17	71%	0	0%	1	6%	9	53%	7	41%	16	94%
Male	38	9	24%	29	76%	0	0%	9	31%	13	45%	7	24%	20	69%
General Education Students	55	12	22%	43	78%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	38	14	37%	24	63%	0	0%	5	21%	9	38%	10	42%	19	79%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	1	4%	22	96%	0	0%	5	23%	13	59%	4	18%	17	77%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	58	15	26%	43	74%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	16	26%	46	74%	0	0%	10	22%	22	48%	14	30%	36	78%
Not in Foster Care	62	16	26%	46	74%	0	0%	10	22%	22	48%	14	30%	36	78%
Not Homeless	62	16	26%	46	74%	0	0%	10	22%	22	48%	14	30%	36	78%
Not Migrant	62	16	26%	46	74%	0	0%	10	22%	22	48%	14	30%	36	78%
Parent Not in Armed Forces	62	16	26%	46	74%	0	0%	10	22%	22	48%	14	30%	36	78%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

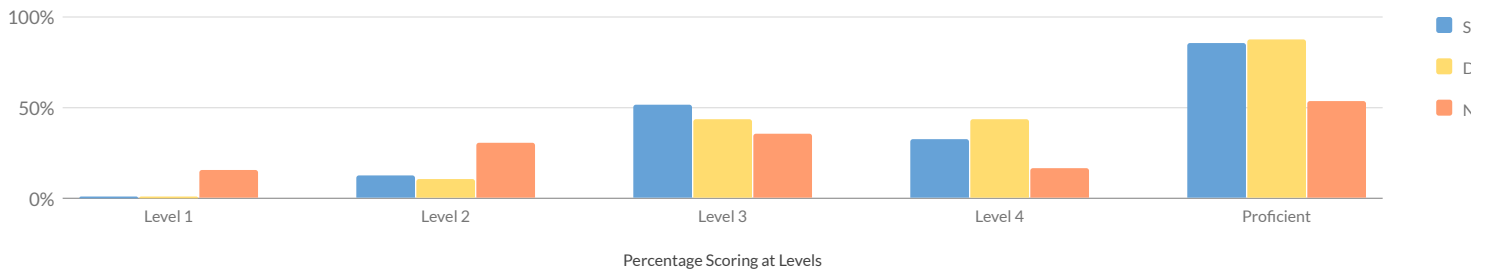


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	78	9	12%	69	88%	1	1%	9	13%	36	52%	23	33%	59	86%
Grade 4	59	7	12%	52	88%	2	4%	4	8%	23	44%	23	44%	46	88%
Grade 5	62	18	29%	44	71%	0	0%	4	9%	26	59%	14	32%	40	91%
Grades 3-8	199	34	17%	165	83%	3	2%	17	10%	85	52%	60	36%	145	88%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

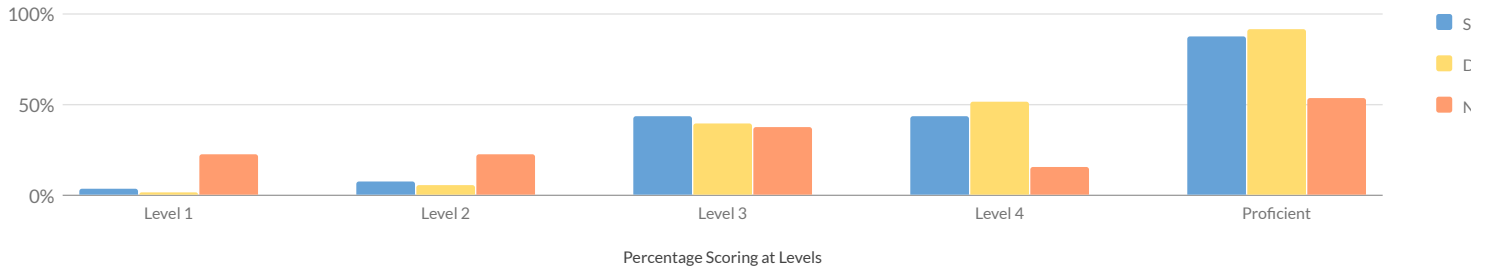
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	9	12%	69	88%	1	1%	9	13%	36	52%	23	33%	59	86%
Female	36	5	14%	31	86%	1	3%	7	23%	16	52%	7	23%	23	74%
Male	42	4	10%	38	90%	0	0%	2	5%	20	53%	16	42%	36	95%
General Education Students	70	7	10%	63	90%	0	0%	8	13%	33	52%	22	35%	55	87%
Students with Disabilities	8	2	25%	6	75%	1	17%	1	17%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	30	100%	0	0%	4	13%	16	53%	10	33%	26	87%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	43	9	21%	34	79%	1	3%	5	15%	15	44%	13	38%	28	82%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	5	100%	0	0%	5	100%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	2	22%	7	78%	0	0%	7	78%
Not Economically Disadvantaged	69	9	13%	60	87%	1	2%	7	12%	29	48%	23	38%	52	87%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	75	9	12%	66	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	78	9	12%	69	88%	1	1%	9	13%	36	52%	23	33%	59	86%
Not Homeless	78	9	12%	69	88%	1	1%	9	13%	36	52%	23	33%	59	86%
Not Migrant	78	9	12%	69	88%	1	1%	9	13%	36	52%	23	33%	59	86%
Parent Not in Armed Forces	78	9	12%	69	88%	1	1%	9	13%	36	52%	23	33%	59	86%

GRADE 4 MATH RESULTS

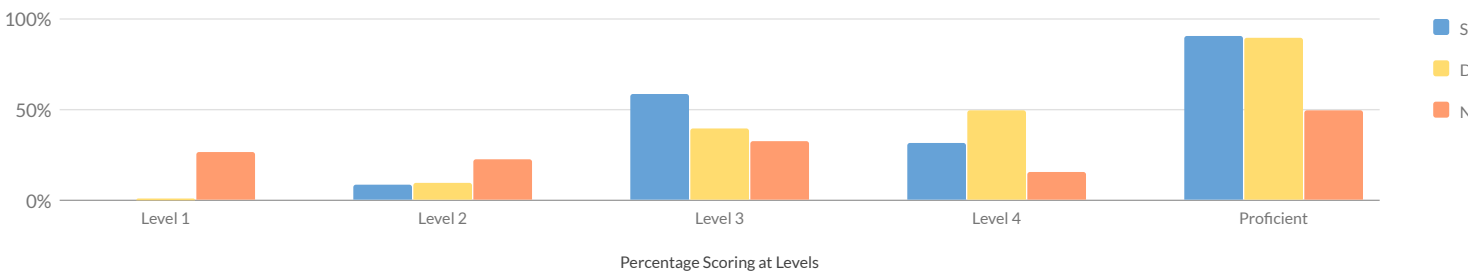
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	7	12%	52	88%	2	4%	4	8%	23	44%	23	44%	46	88%
Female	23	2	9%	21	91%	0	0%	4	19%	9	43%	8	38%	17	81%
Male	36	5	14%	31	86%	2	6%	0	0%	14	45%	15	48%	29	94%
General Education Students	53	6	11%	47	89%	0	0%	3	6%	22	47%	22	47%	44	94%
Students with Disabilities	6	1	17%	5	83%	2	40%	1	20%	1	20%	1	20%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	17	94%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	36	5	14%	31	86%	1	3%	3	10%	16	52%	11	35%	27	87%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	2	9%	21	91%	1	5%	1	5%	7	33%	12	57%	19	90%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Not Economically Disadvantaged	53	7	13%	46	87%	2	4%	4	9%	20	43%	20	43%	40	87%
Non-English Language Learner	59	7	12%	52	88%	2	4%	4	8%	23	44%	23	44%	46	88%
Not in Foster Care	59	7	12%	52	88%	2	4%	4	8%	23	44%	23	44%	46	88%
Not Homeless	59	7	12%	52	88%	2	4%	4	8%	23	44%	23	44%	46	88%
Not Migrant	59	7	12%	52	88%	2	4%	4	8%	23	44%	23	44%	46	88%
Parent Not in Armed Forces	59	7	12%	52	88%	2	4%	4	8%	23	44%	23	44%	46	88%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	18	29%	44	71%	0	0%	4	9%	26	59%	14	32%	40	91%
Female	24	8	33%	16	67%	0	0%	1	6%	10	63%	5	31%	15	94%
Male	38	10	26%	28	74%	0	0%	3	11%	16	57%	9	32%	25	89%
General Education Students	55	14	25%	41	75%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	2	10%	19	90%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	38	15	39%	23	61%	0	0%	1	4%	16	70%	6	26%	22	96%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	23	2	9%	21	91%	0	0%	3	14%	10	48%	8	38%	18	86%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	58	17	29%	41	71%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	18	29%	44	71%	0	0%	4	9%	26	59%	14	32%	40	91%
Not in Foster Care	62	18	29%	44	71%	0	0%	4	9%	26	59%	14	32%	40	91%
Not Homeless	62	18	29%	44	71%	0	0%	4	9%	26	59%	14	32%	40	91%
Not Migrant	62	18	29%	44	71%	0	0%	4	9%	26	59%	14	32%	40	91%
Parent Not in Armed Forces	62	18	29%	44	71%	0	0%	4	9%	26	59%	14	32%	40	91%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

[illegible]

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	32	1	3%	1	0	0%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	32	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

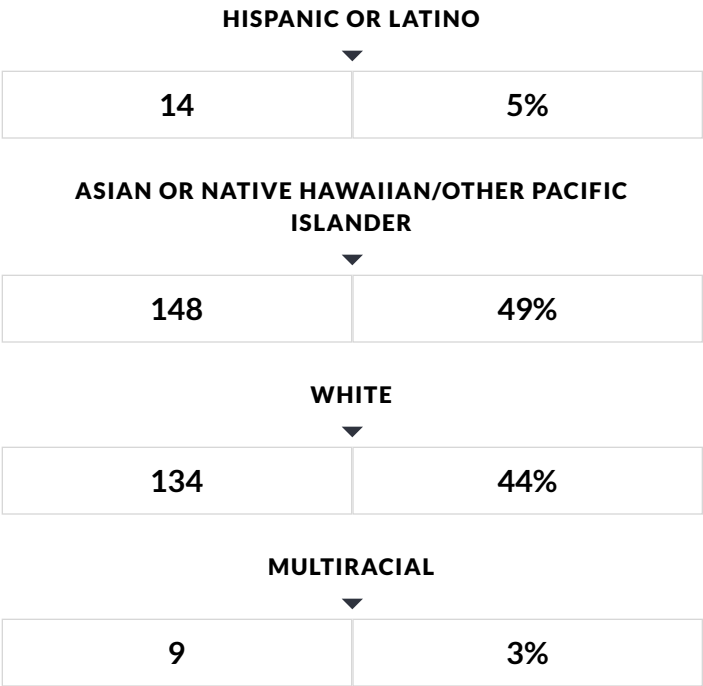
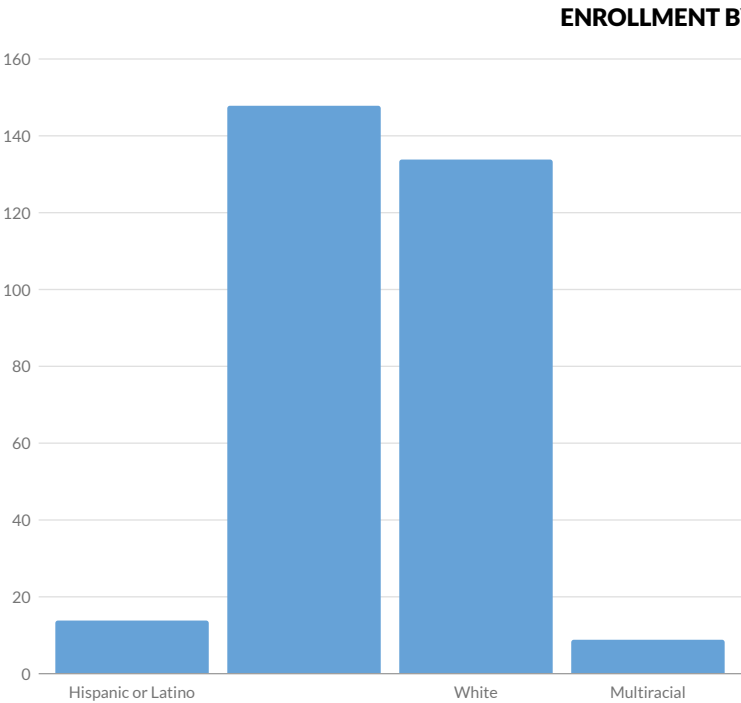
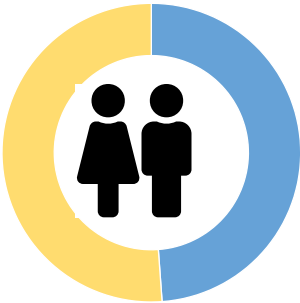
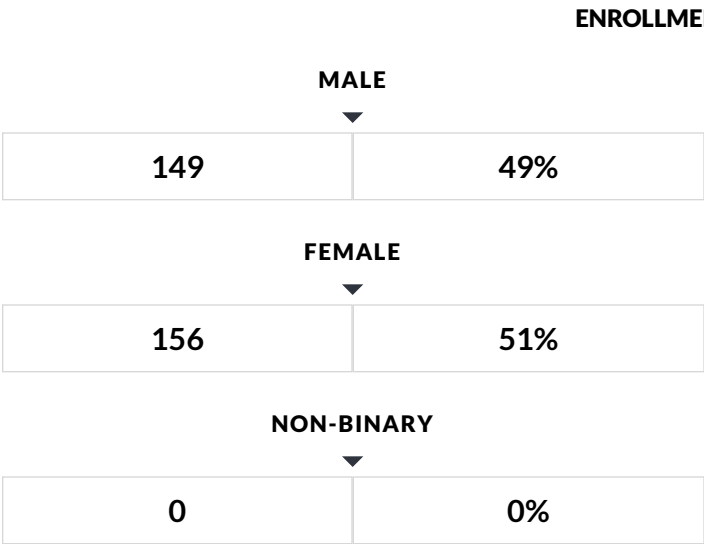
THIS DOCUMENT WAS CREATED ON: MARCH 12, 2024, 2:01 PM EST

Section 8: School Report Card
A. P. Willits Elementary School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

WILLITS ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 305



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

17	6%
----	----

STUDENTS WITH DISABILITIES

34	11%
----	-----

ECONOMICALLY DISADVANTAGED

39	13%
----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

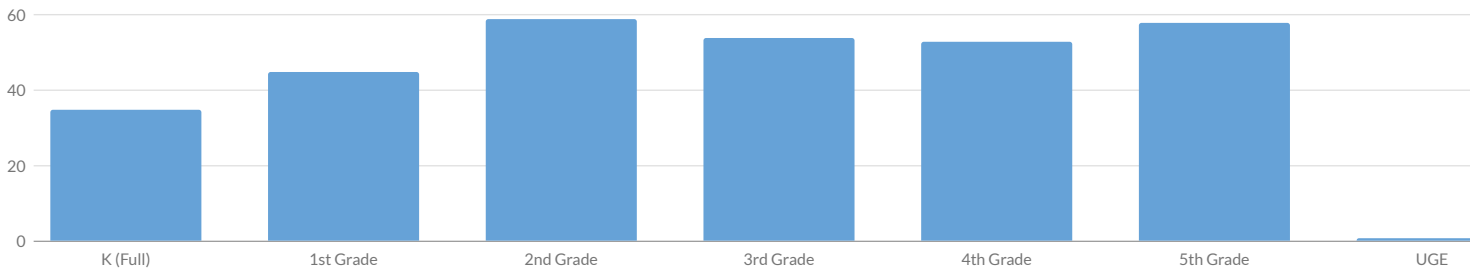
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

35	11%
----	-----

1ST GRADE

45	15%
----	-----

2ND GRADE

59	19%
----	-----

3RD GRADE

54	18%
----	-----

4TH GRADE

53	17%
----	-----

5TH GRADE

58	19%
----	-----

UNGRADED ELEMENTA...

1	0%
---	----

WILLITS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

WILLITS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	305	\$94,983	\$311	\$8,806,754	\$28,875	\$8,901,737	\$29,186
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:54 AM EST

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	—	—	—	—
White	4	3	—	4
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	128	197.7	4
	Math	134	217.9	
	Combined	262	208	
Asian or Native Hawaiian/Other Pacific Islander	ELA	71	216.9	4
	Math	74	228.4	
	Combined	145	222.8	
Hispanic or Latino	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Multiracial	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
White	ELA	50	173	4
	Math	53	201.9	
	Combined	103	187.9	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	12	104.2	4
	Math	15	176.7	
	Combined	27	144.4	
Economically Disadvantaged	ELA	22	213.6	4
	Math	22	234.1	
	Combined	44	223.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	154	164.3	4
	Math	154	189.6	
	Combined	308	176.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	71	216.9	4
	Math	74	228.4	
	Combined	145	222.8	
Hispanic or Latino	ELA	9	61.1	—
	Math	9	94.4	
	Combined	18	—	
Multiracial	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
White	ELA	70	123.6	3
	Math	70	152.9	
	Combined	140	138.2	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	21	59.5	4
	Math	21	126.2	
	Combined	42	92.9	
Economically Disadvantaged	ELA	23	204.3	4
	Math	23	223.9	
	Combined	46	214.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	17	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	17	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	280	19	6.8%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	143	14	9.8%	4
Black or African American	—	—	—	—
Hispanic or Latino	14	—	—	—
Multiracial	6	—	—	—
White	117	5	4.3%	4
English Language Learner	13	—	—	—
Students with Disabilities	39	1	2.6%	4
Economically Disadvantaged	39	1	2.6%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	167	79.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	80	95%
Black or African American	—	0	—
Hispanic or Latino	—	9	—
Multiracial	—	4	—
White	X	74	67.6%
English Language Learner	—	4	—
Students with Disabilities	—	22	—
Economically Disadvantaged	—	25	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	168	83.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	81	98.8%
Black or African American	—	0	—
Hispanic or Latino	—	9	—
Multiracial	—	4	—
White	X	74	71.6%
English Language Learner	—	5	—
Students with Disabilities	—	22	—
Economically Disadvantaged	—	25	—

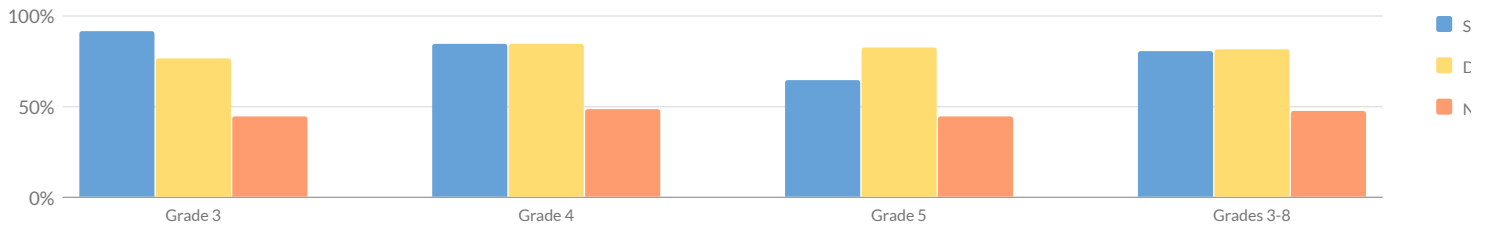
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	0

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

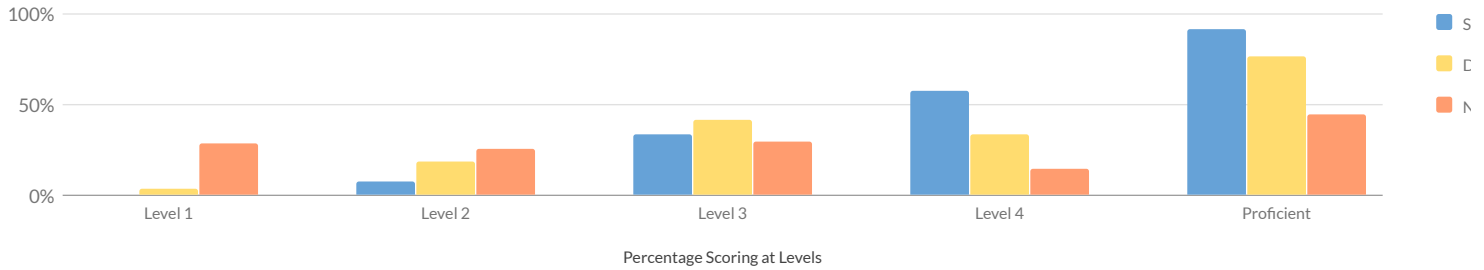
SUMMARY RESULTS



Grade	Percent Proficient														
	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	5	9%	50	91%	0	0%	4	8%	17	34%	29	58%	46	92%
Grade 4	55	16	29%	39	71%	2	5%	4	10%	14	36%	19	49%	33	85%
Grade 5	58	15	26%	43	74%	5	12%	10	23%	16	37%	12	28%	28	65%
Grades 3-8	168	36	21%	132	79%	7	5%	18	14%	47	36%	60	45%	107	81%

GRADE 3 ELA RESULTS

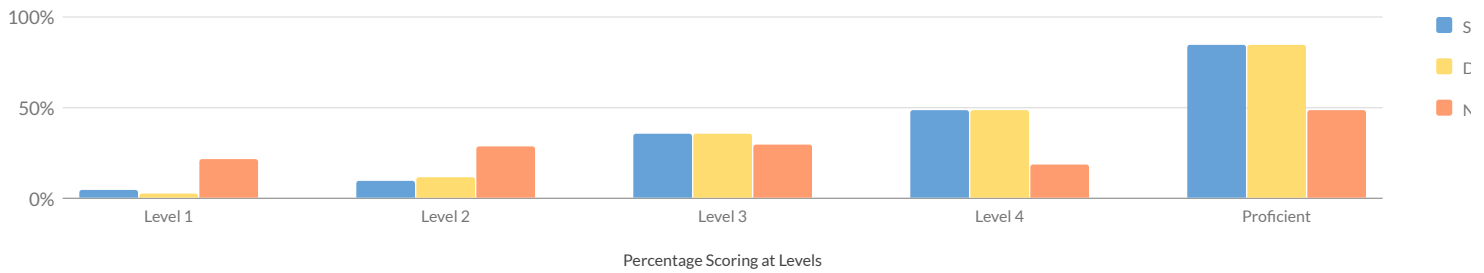
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	5	9%	50	91%	0	0%	4	8%	17	34%	29	58%	46	92%
Female	26	2	8%	24	92%	0	0%	2	8%	6	25%	16	67%	22	92%
Male	29	3	10%	26	90%	0	0%	2	8%	11	42%	13	50%	24	92%
General Education Students	55	5	9%	50	91%	0	0%	4	8%	17	34%	29	58%	46	92%
Asian or Native Hawaiian/Other Pacific Islander	26	2	8%	24	92%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	27	3	11%	24	89%	0	0%	2	8%	8	33%	14	58%	22	92%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	2	7%	26	93%	0	0%	2	8%	9	35%	15	58%	24	92%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	4	50%	3	38%	7	88%
Not Economically Disadvantaged	47	5	11%	42	89%	0	0%	3	7%	13	31%	26	62%	39	93%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	50	4	8%	46	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	5	9%	50	91%	0	0%	4	8%	17	34%	29	58%	46	92%
Not Homeless	55	5	9%	50	91%	0	0%	4	8%	17	34%	29	58%	46	92%
Not Migrant	55	5	9%	50	91%	0	0%	4	8%	17	34%	29	58%	46	92%
Parent Not in Armed Forces	55	5	9%	50	91%	0	0%	4	8%	17	34%	29	58%	46	92%

GRADE 4 ELA RESULTS

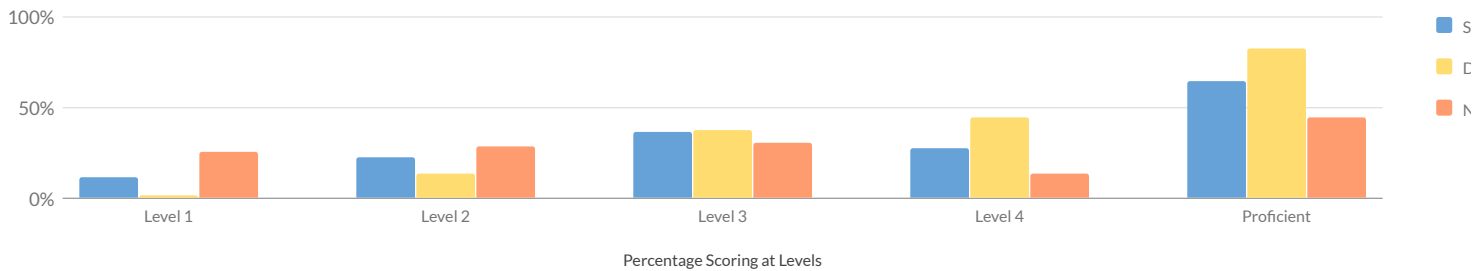
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	16	29%	39	71%	2	5%	4	10%	14	36%	19	49%	33	85%
Female	25	10	40%	15	60%	0	0%	1	7%	4	27%	10	67%	14	93%
Male	30	6	20%	24	80%	2	8%	3	13%	10	42%	9	38%	19	79%
General Education Students	49	13	27%	36	73%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	2	7%	28	93%	1	4%	1	4%	12	43%	14	50%	26	93%
Hispanic or Latino	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
White	19	9	47%	10	53%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	24	13	54%	11	46%	1	9%	3	27%	2	18%	5	45%	7	64%
Economically Disadvantaged	11	1	9%	10	91%	0	0%	0	0%	6	60%	4	40%	10	100%
Not Economically Disadvantaged	44	15	34%	29	66%	2	7%	4	14%	8	28%	15	52%	23	79%
Non-English Language Learner	55	16	29%	39	71%	2	5%	4	10%	14	36%	19	49%	33	85%
Not in Foster Care	55	16	29%	39	71%	2	5%	4	10%	14	36%	19	49%	33	85%
Not Homeless	55	16	29%	39	71%	2	5%	4	10%	14	36%	19	49%	33	85%
Not Migrant	55	16	29%	39	71%	2	5%	4	10%	14	36%	19	49%	33	85%
Parent Not in Armed Forces	55	16	29%	39	71%	2	5%	4	10%	14	36%	19	49%	33	85%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

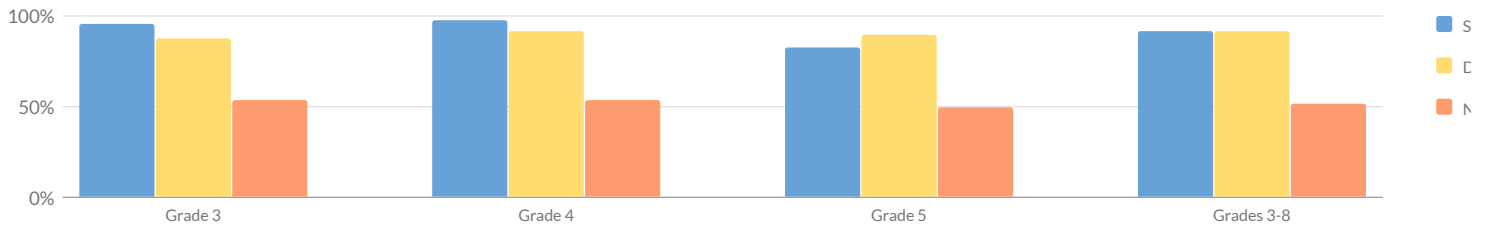


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	15	26%	43	74%	5	12%	10	23%	16	37%	12	28%	28	65%
Female	30	5	17%	25	83%	2	8%	5	20%	9	36%	9	36%	18	72%
Male	28	10	36%	18	64%	3	17%	5	28%	7	39%	3	17%	10	56%
General Education Students	42	7	17%	35	83%	1	3%	9	26%	13	37%	12	34%	25	71%
Students with Disabilities	16	8	50%	8	50%	4	50%	1	13%	3	38%	0	0%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	25	2	8%	23	92%	0	0%	1	4%	12	52%	10	43%	22	96%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	28	12	43%	16	57%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	13	39%	20	61%	5	25%	9	45%	4	20%	2	10%	6	30%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	0	0%	4	80%	1	20%	5	100%
Not Economically Disadvantaged	52	14	27%	38	73%	5	13%	10	26%	12	32%	11	29%	23	61%
Non-English Language Learner	58	15	26%	43	74%	5	12%	10	23%	16	37%	12	28%	28	65%
Not in Foster Care	58	15	26%	43	74%	5	12%	10	23%	16	37%	12	28%	28	65%
Not Homeless	58	15	26%	43	74%	5	12%	10	23%	16	37%	12	28%	28	65%
Not Migrant	58	15	26%	43	74%	5	12%	10	23%	16	37%	12	28%	28	65%
Parent Not in Armed Forces	58	15	26%	43	74%	5	12%	10	23%	16	37%	12	28%	28	65%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

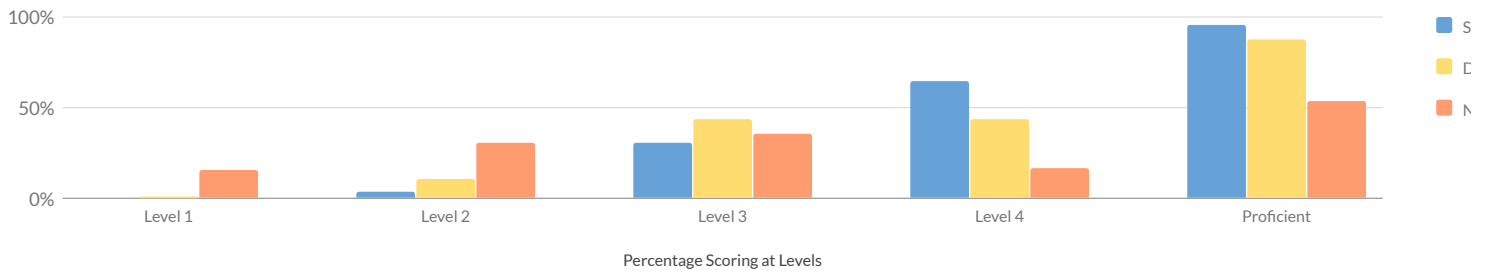


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	3	5%	52	95%	0	0%	2	4%	16	31%	34	65%	50	96%
Grade 4	55	14	25%	41	75%	0	0%	1	2%	15	37%	25	61%	40	98%
Grade 5	58	12	21%	46	79%	0	0%	8	17%	21	46%	17	37%	38	83%
Grades 3-8	168	29	17%	139	83%	0	0%	11	8%	52	37%	76	55%	128	92%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

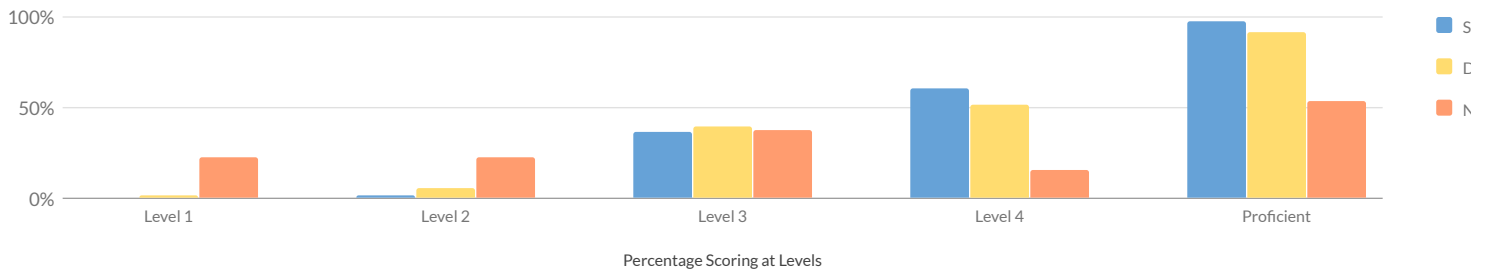
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	3	5%	52	95%	0	0%	2	4%	16	31%	34	65%	50	96%
Female	26	1	4%	25	96%	0	0%	1	4%	7	28%	17	68%	24	96%
Male	29	2	7%	27	93%	0	0%	1	4%	9	33%	17	63%	26	96%
General Education Students	55	3	5%	52	95%	0	0%	2	4%	16	31%	34	65%	50	96%
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	0	0%	1	4%	5	19%	20	77%	25	96%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	27	3	11%	24	89%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	29	3	10%	26	90%	0	0%	1	4%	11	42%	14	54%	25	96%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	2	25%	5	63%	7	88%
Not Economically Disadvantaged	47	3	6%	44	94%	0	0%	1	2%	14	32%	29	66%	43	98%
English Language Learner	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Non-English Language Learner	50	3	6%	47	94%	0	0%	2	4%	14	30%	31	66%	45	96%
Not in Foster Care	55	3	5%	52	95%	0	0%	2	4%	16	31%	34	65%	50	96%
Not Homeless	55	3	5%	52	95%	0	0%	2	4%	16	31%	34	65%	50	96%
Not Migrant	55	3	5%	52	95%	0	0%	2	4%	16	31%	34	65%	50	96%
Parent Not in Armed Forces	55	3	5%	52	95%	0	0%	2	4%	16	31%	34	65%	50	96%

GRADE 4 MATH RESULTS

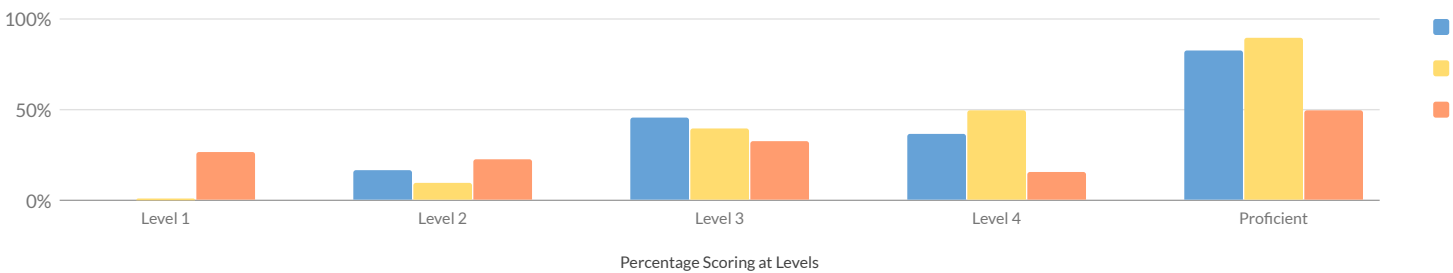
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	14	25%	41	75%	0	0%	1	2%	15	37%	25	61%	40	98%
Female	25	8	32%	17	68%	0	0%	0	0%	6	35%	11	65%	17	100%
Male	30	6	20%	24	80%	0	0%	1	4%	9	38%	14	58%	23	96%
General Education Students	49	12	24%	37	76%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	0	0%	30	100%	0	0%	0	0%	9	30%	21	70%	30	100%
Hispanic or Latino	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
White	19	9	47%	10	53%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	24	13	54%	11	46%	0	0%	1	9%	6	55%	4	36%	10	91%
Economically Disadvantaged	11	1	9%	10	91%	0	0%	0	0%	1	10%	9	90%	10	100%
Not Economically Disadvantaged	44	13	30%	31	70%	0	0%	1	3%	14	45%	16	52%	30	97%
Non-English Language Learner	55	14	25%	41	75%	0	0%	1	2%	15	37%	25	61%	40	98%
Not in Foster Care	55	14	25%	41	75%	0	0%	1	2%	15	37%	25	61%	40	98%
Not Homeless	55	14	25%	41	75%	0	0%	1	2%	15	37%	25	61%	40	98%
Not Migrant	55	14	25%	41	75%	0	0%	1	2%	15	37%	25	61%	40	98%
Parent Not in Armed Forces	55	14	25%	41	75%	0	0%	1	2%	15	37%	25	61%	40	98%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	12	21%	46	79%	0	0%	8	17%	21	46%	17	37%	38	83%
Female	30	5	17%	25	83%	0	0%	4	16%	12	48%	9	36%	21	84%
Male	28	7	25%	21	75%	0	0%	4	19%	9	43%	8	38%	17	81%
General Education Students	42	6	14%	36	86%	0	0%	5	14%	14	39%	17	47%	31	86%
Students with Disabilities	16	6	38%	10	63%	0	0%	3	30%	7	70%	0	0%	7	70%
Asian or Native Hawaiian/Other Pacific Islander	25	2	8%	23	92%	0	0%	2	9%	8	35%	13	57%	21	91%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	28	9	32%	19	68%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	10	30%	23	70%	0	0%	6	26%	13	57%	4	17%	17	74%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Economically Disadvantaged	52	11	21%	41	79%	0	0%	8	20%	20	49%	13	32%	33	80%
Non-English Language Learner	58	12	21%	46	79%	0	0%	8	17%	21	46%	17	37%	38	83%
Not in Foster Care	58	12	21%	46	79%	0	0%	8	17%	21	46%	17	37%	38	83%
Not Homeless	58	12	21%	46	79%	0	0%	8	17%	21	46%	17	37%	38	83%
Not Migrant	58	12	21%	46	79%	0	0%	8	17%	21	46%	17	37%	38	83%
Parent Not in Armed Forces	58	12	21%	46	79%	0	0%	8	17%	21	46%	17	37%	38	83%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

[illegible]

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	34	5	15%	1	1	100%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

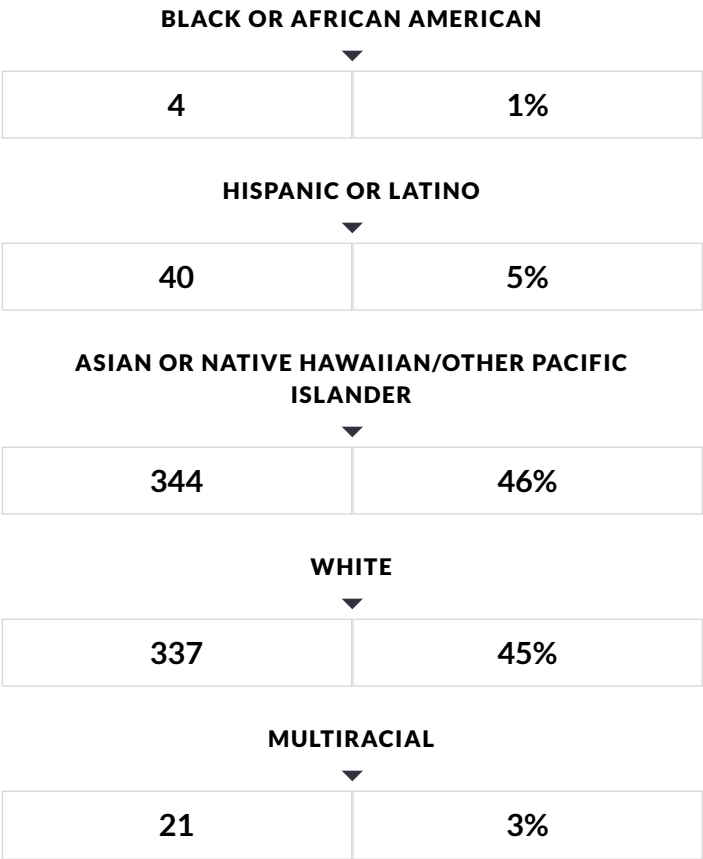
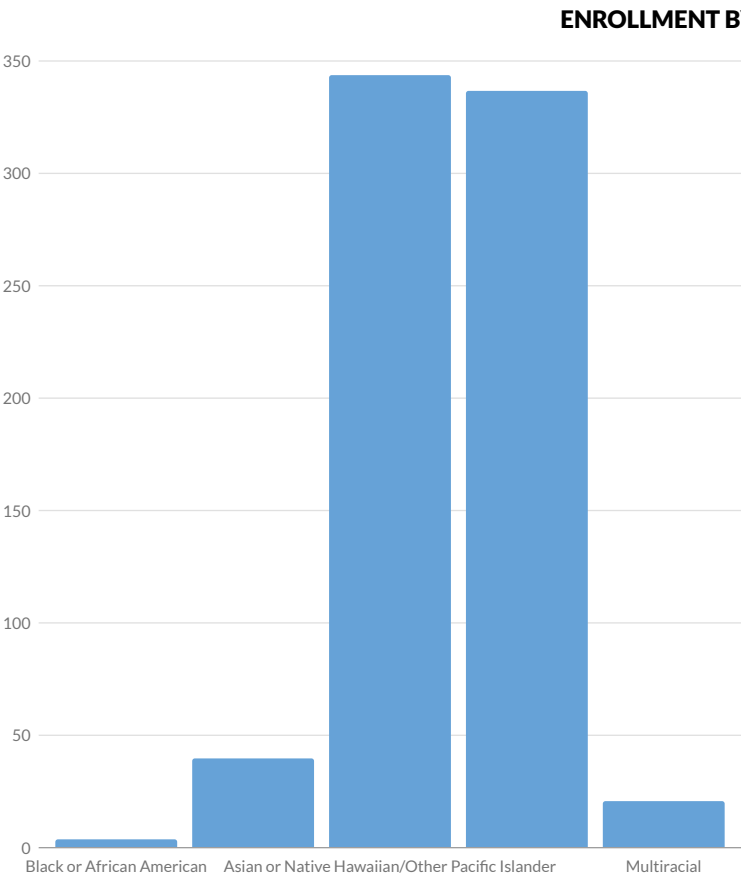
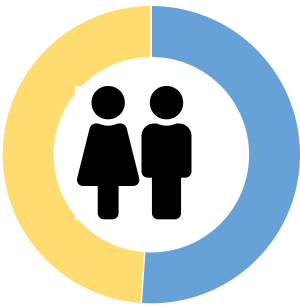
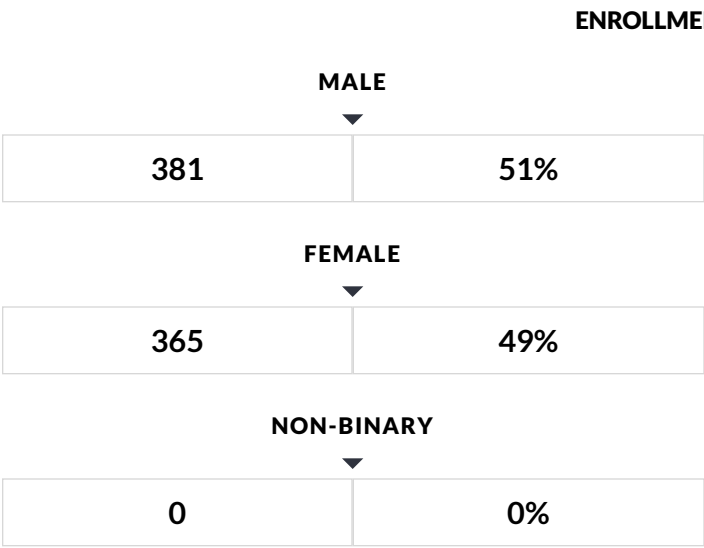
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	31	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 9: School Report Card
South Woods Middle School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

SOUTH WOODS MIDDLE SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 746



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

11	1%
----	----

STUDENTS WITH DISABILITIES

56	8%
----	----

ECONOMICALLY DISADVANTAGED

103	14%
-----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

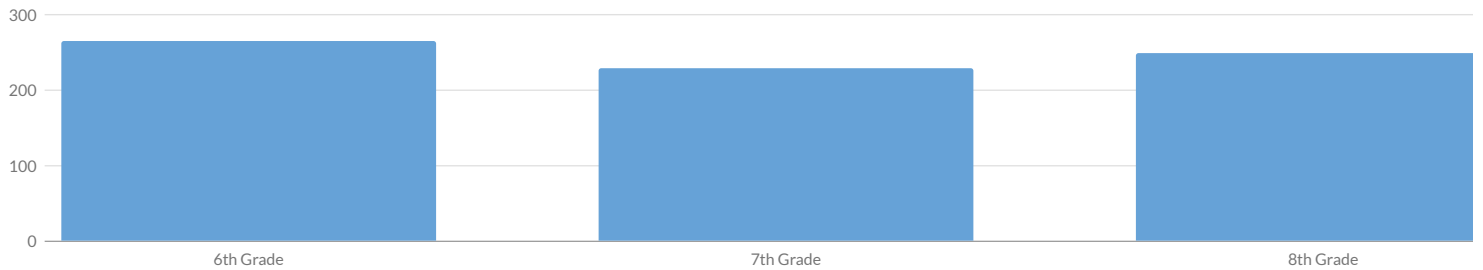
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



6TH GRADE

266	36%
-----	-----

7TH GRADE

230	31%
-----	-----

8TH GRADE

250	34%
-----	-----

SOUTH WOODS MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	746	\$148,963	\$200	\$20,112,273	\$26,960	\$20,261,236	\$27,160
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:55 AM EST

SOUTH WOODS MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	4	2	—	4
Multiracial	4	4	—	—
White	4	3	—	4
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	527	202.9	4
	Math	604	220.4	
	Combined	1,131	212.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	314	209.9	4
	Math	323	229.1	
	Combined	637	219.6	
Black or African American	ELA	1	—	—
	Math	2	—	
	Combined	3	—	
Hispanic or Latino	ELA	21	185.7	4
	Math	27	175.9	
	Combined	48	180.2	
Multiracial	ELA	17	220.6	4
	Math	18	225	
	Combined	35	222.9	
White	ELA	174	190.5	4
	Math	234	213.7	
	Combined	408	203.8	
English Language Learner	ELA	6	66.7	—
	Math	9	150	
	Combined	15	—	
Students with Disabilities	ELA	27	101.9	4
	Math	38	144.7	
	Combined	65	126.9	
Economically Disadvantaged	ELA	70	202.1	4
	Math	83	210.2	
	Combined	153	206.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	695	153.9	4
	Math	698	190.8	
	Combined	1,393	172.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	320	205.9	4
	Math	323	229.1	
	Combined	643	217.6	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	37	105.4	2
	Math	37	128.4	
	Combined	74	116.9	
Multiracial	ELA	20	187.5	4
	Math	19	213.2	
	Combined	39	200	
White	ELA	314	105.6	3
	Math	316	158.2	
	Combined	630	132	
English Language Learner	ELA	7	57.1	—
	Math	10	135	
	Combined	17	—	
Students with Disabilities	ELA	52	56.7	4
	Math	51	107.8	
	Combined	103	82	
Economically Disadvantaged	ELA	92	153.8	4
	Math	95	183.7	
	Combined	187	169	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	11	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	11	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	758	43	5.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	354	7	2%	4
Black or African American	4	—	—	—
Hispanic or Latino	40	3	7.5%	4
Multiracial	21	—	—	—
White	339	30	8.8%	4
English Language Learner	16	—	—	—
Students with Disabilities	57	7	12.3%	4
Economically Disadvantaged	106	8	7.5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	745	72.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	346	92.8%
Black or African American	—	4	—
Hispanic or Latino	X	40	55%
Multiracial	—	21	—
White	X	334	53%
English Language Learner	—	14	—
Students with Disabilities	X	54	50%
Economically Disadvantaged	X	102	73.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	745	82.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	347	95.1%
Black or African American	—	4	—
Hispanic or Latino	—	39	—
Multiracial	—	20	—
White	✗	335	70.2%
English Language Learner	—	15	—
Students with Disabilities	✗	53	69.8%
Economically Disadvantaged	✗	103	83.5%

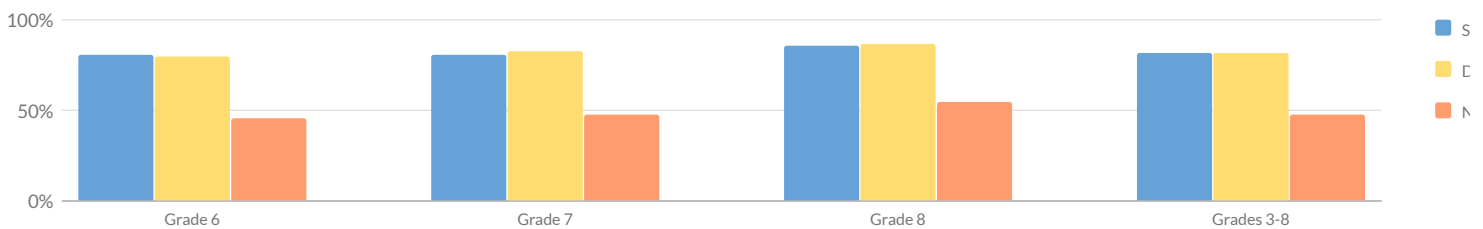
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 7	—
Grade 8	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

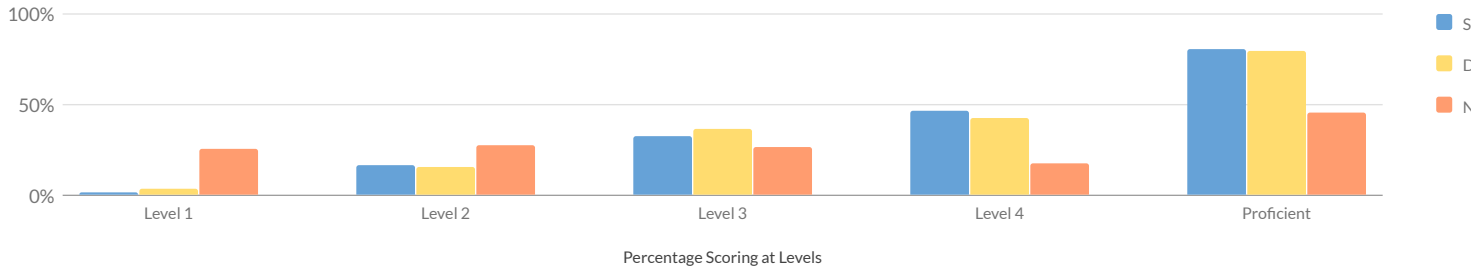
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	266	65	24%	201	76%	5	2%	34	17%	67	33%	95	47%	162	81%
Grade 7	232	61	26%	171	74%	7	4%	25	15%	70	41%	69	40%	139	81%
Grade 8	248	89	36%	159	64%	5	3%	18	11%	51	32%	85	53%	136	86%
Grades 3-8	746	215	29%	531	71%	17	3%	77	15%	188	35%	249	47%	437	82%

GRADE 6 ELA RESULTS

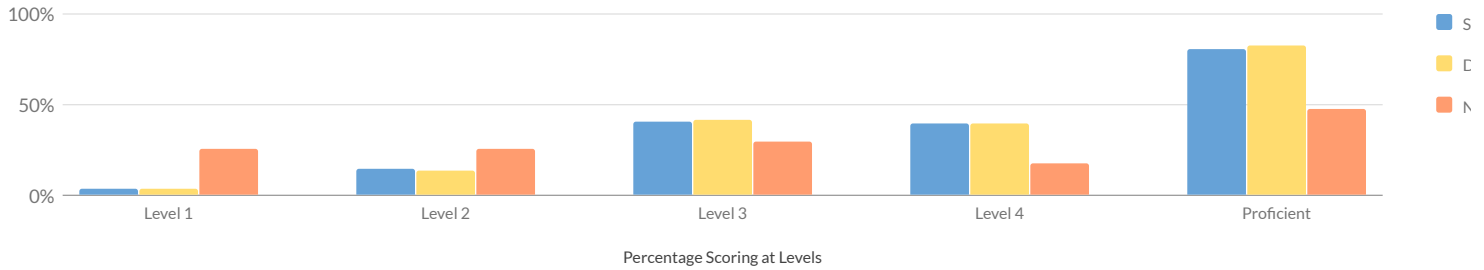
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	65	24%	201	76%	5	2%	34	17%	67	33%	95	47%	162	81%
Female	130	32	25%	98	75%	2	2%	12	12%	34	35%	50	51%	84	86%
Male	136	33	24%	103	76%	3	3%	22	21%	33	32%	45	44%	78	76%
General Education Students	245	57	23%	188	77%	3	2%	27	14%	64	34%	94	50%	158	84%
Students with Disabilities	21	8	38%	13	62%	2	15%	7	54%	3	23%	1	8%	4	31%
Asian or Native Hawaiian/Other Pacific Islander	125	8	6%	117	94%	2	2%	19	16%	39	33%	57	49%	96	82%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	8	53%	7	47%	0	0%	4	57%	2	29%	1	14%	3	43%
White	115	46	40%	69	60%	3	4%	10	14%	23	33%	33	48%	56	81%
Multiracial	9	1	11%	8	89%	0	0%	1	13%	3	38%	4	50%	7	88%
Economically Disadvantaged	40	13	33%	27	68%	0	0%	6	22%	11	41%	10	37%	21	78%
Not Economically Disadvantaged	226	52	23%	174	77%	5	3%	28	16%	56	32%	85	49%	141	81%
English Language Learner	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	260	62	24%	198	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	65	24%	201	76%	5	2%	34	17%	67	33%	95	47%	162	81%
Not Homeless	266	65	24%	201	76%	5	2%	34	17%	67	33%	95	47%	162	81%
Not Migrant	266	65	24%	201	76%	5	2%	34	17%	67	33%	95	47%	162	81%
Parent Not in Armed Forces	266	65	24%	201	76%	5	2%	34	17%	67	33%	95	47%	162	81%

GRADE 7 ELA RESULTS

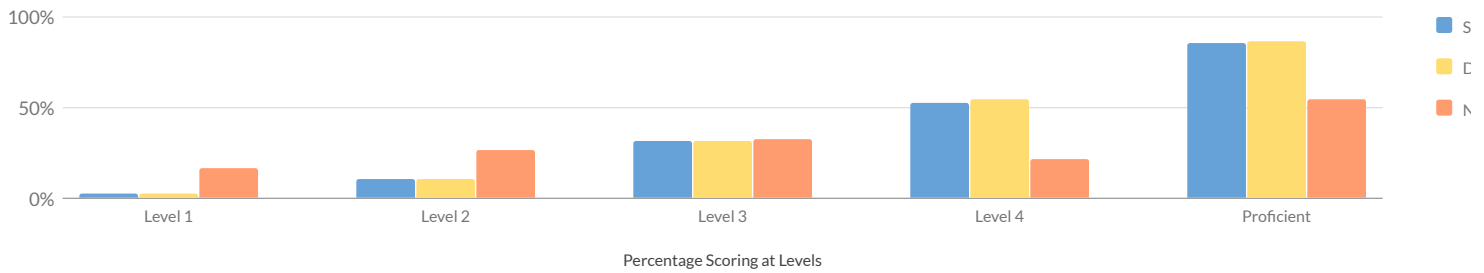
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	61	26%	171	74%	7	4%	25	15%	70	41%	69	40%	139	81%
Female	107	34	32%	73	68%	2	3%	7	10%	24	33%	40	55%	64	88%
Male	125	27	22%	98	78%	5	5%	18	18%	46	47%	29	30%	75	77%
General Education Students	219	54	25%	165	75%	4	2%	23	14%	69	42%	69	42%	138	84%
Students with Disabilities	13	7	54%	6	46%	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	113	7	6%	106	94%	3	3%	13	12%	39	37%	51	48%	90	85%
Hispanic or Latino	9	3	33%	6	67%	0	0%	2	33%	2	33%	2	33%	4	67%
White	102	50	49%	52	51%	4	8%	10	19%	25	48%	13	25%	38	73%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	4	57%	3	43%	7	100%
Economically Disadvantaged	30	6	20%	24	80%	0	0%	3	13%	11	46%	10	42%	21	88%
Not Economically Disadvantaged	202	55	27%	147	73%	7	5%	22	15%	59	40%	59	40%	118	80%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	228	59	26%	169	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	232	61	26%	171	74%	7	4%	25	15%	70	41%	69	40%	139	81%
Not Homeless	232	61	26%	171	74%	7	4%	25	15%	70	41%	69	40%	139	81%
Not Migrant	232	61	26%	171	74%	7	4%	25	15%	70	41%	69	40%	139	81%
Parent Not in Armed Forces	232	61	26%	171	74%	7	4%	25	15%	70	41%	69	40%	139	81%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

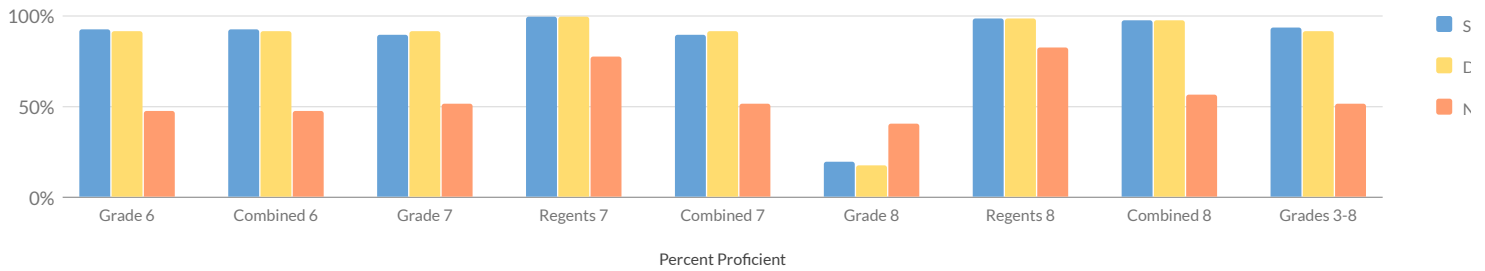


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	89	36%	159	64%	5	3%	18	11%	51	32%	85	53%	136	86%
Female	127	47	37%	80	63%	1	1%	8	10%	25	31%	46	58%	71	89%
Male	121	42	35%	79	65%	4	5%	10	13%	26	33%	39	49%	65	82%
General Education Students	228	77	34%	151	66%	3	2%	14	9%	49	32%	85	56%	134	89%
Students with Disabilities	20	12	60%	8	40%	2	25%	4	50%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	108	13	12%	95	88%	2	2%	8	8%	27	28%	58	61%	85	89%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	8	50%	8	50%	—	—	—	—	—	—	—	—	—	—
White	118	65	55%	53	45%	3	6%	9	17%	22	42%	19	36%	41	77%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	22	11	50%	11	50%	0	0%	1	9%	2	18%	8	73%	10	91%
Economically Disadvantaged	32	12	38%	20	63%	0	0%	3	15%	10	50%	7	35%	17	85%
Not Economically Disadvantaged	216	77	36%	139	64%	5	4%	15	11%	41	29%	78	56%	119	86%
English Language Learner	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	244	86	35%	158	65%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	248	89	36%	159	64%	5	3%	18	11%	51	32%	85	53%	136	86%
Not Homeless	248	89	36%	159	64%	5	3%	18	11%	51	32%	85	53%	136	86%
Not Migrant	248	89	36%	159	64%	5	3%	18	11%	51	32%	85	53%	136	86%
Parent Not in Armed Forces	248	89	36%	159	64%	5	3%	18	11%	51	32%	85	53%	136	86%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

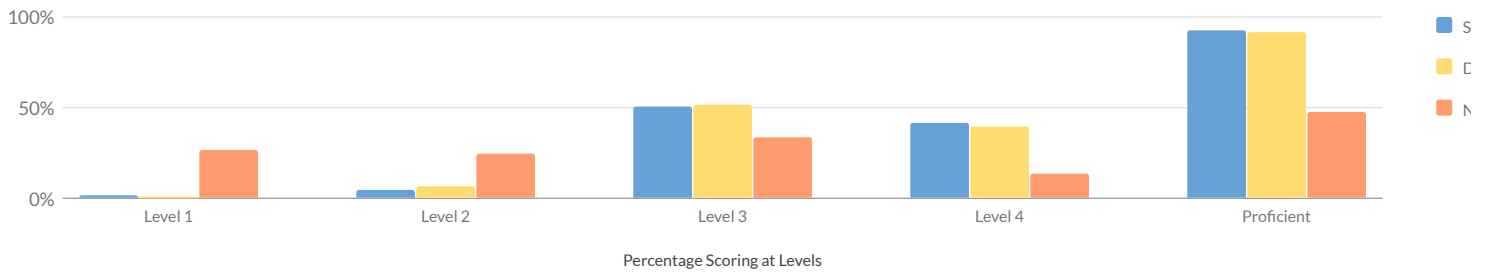


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	266	67	25%	199	75%	3	2%	10	5%	102	51%	84	42%	186	93%
Combined 6	266	67	25%	199	75%	3	2%	10	5%	102	51%	84	42%	186	93%
Grade 7	232	70	30%	162	70%	3	2%	14	9%	51	31%	94	58%	145	90%
Regents 7	—	—	—	8	3%	0	0%	0	0%	0	0%	8	100%	8	100%
Combined 7	232	62	27%	170	73%	3	2%	14	8%	51	30%	102	60%	153	90%
Grade 8	248	243	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
Regents 8	—	—	—	237	96%	0	0%	2	1%	14	6%	221	93%	235	99%
Combined 8	248	6	2%	242	98%	1	0%	5	2%	15	6%	221	91%	236	98%
Grades 3-8	746	135	18%	611	82%	7	1%	29	5%	168	27%	407	67%	575	94%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 6 MATH RESULTS

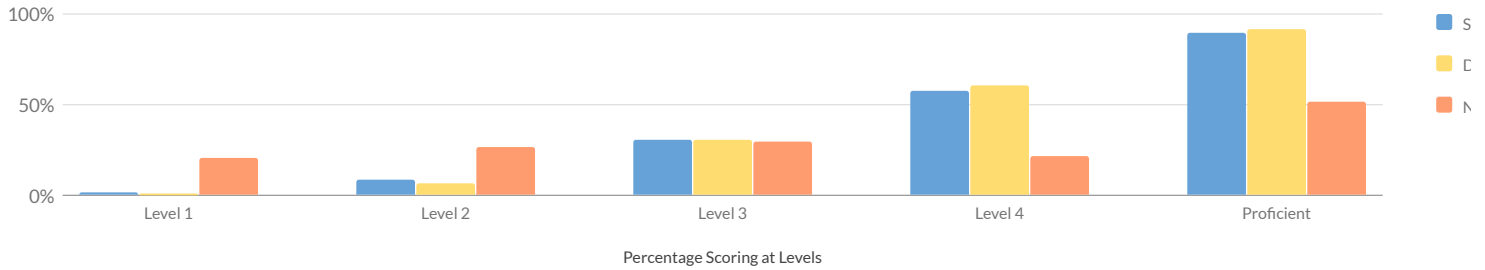
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	67	25%	199	75%	3	2%	10	5%	102	51%	84	42%	186	93%
Female	130	36	28%	94	72%	1	1%	4	4%	46	49%	43	46%	89	95%
Male	136	31	23%	105	77%	2	2%	6	6%	56	53%	41	39%	97	92%
General Education Students	245	59	24%	186	76%	0	0%	8	4%	95	51%	83	45%	178	96%
Students with Disabilities	21	8	38%	13	62%	3	23%	2	15%	7	54%	1	8%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	125	10	8%	115	92%	1	1%	3	3%	58	50%	53	46%	111	97%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	7	47%	8	53%	2	25%	0	0%	5	63%	1	13%	6	75%
White	115	47	41%	68	59%	0	0%	7	10%	36	53%	25	37%	61	90%
Multiracial	9	1	11%	8	89%	0	0%	0	0%	3	38%	5	63%	8	100%
Economically Disadvantaged	40	10	25%	30	75%	3	10%	1	3%	17	57%	9	30%	26	87%
Not Economically Disadvantaged	226	57	25%	169	75%	0	0%	9	5%	85	50%	75	44%	160	95%
English Language Learner	6	1	17%	5	83%	2	40%	0	0%	3	60%	0	0%	3	60%
Non-English Language Learner	260	66	25%	194	75%	1	1%	10	5%	99	51%	84	43%	183	94%
Not in Foster Care	266	67	25%	199	75%	3	2%	10	5%	102	51%	84	42%	186	93%
Not Homeless	266	67	25%	199	75%	3	2%	10	5%	102	51%	84	42%	186	93%
Not Migrant	266	67	25%	199	75%	3	2%	10	5%	102	51%	84	42%	186	93%
Parent Not in Armed Forces	266	67	25%	199	75%	3	2%	10	5%	102	51%	84	42%	186	93%

GRADE 7 MATH RESULTS

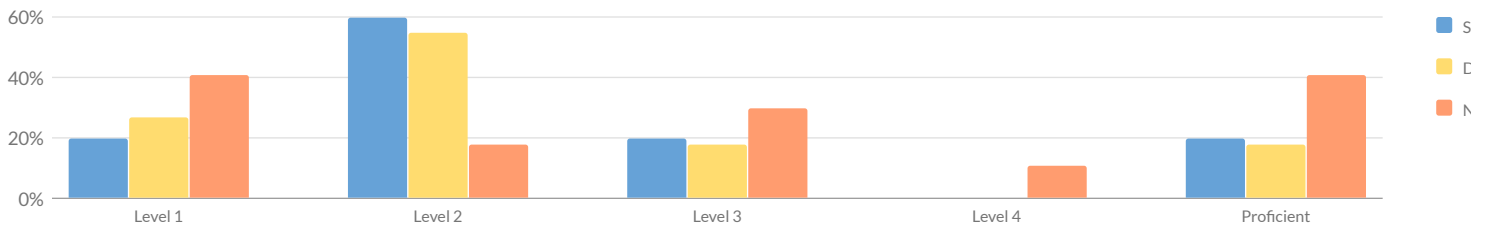
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	70	30%	162	70%	3	2%	14	9%	51	31%	94	58%	145	90%
Female	107	38	36%	69	64%	1	1%	5	7%	20	29%	43	62%	63	91%
Male	125	32	26%	93	74%	2	2%	9	10%	31	33%	51	55%	82	88%
General Education Students	219	63	29%	156	71%	2	1%	10	6%	50	32%	94	60%	144	92%
Students with Disabilities	13	7	54%	6	46%	1	17%	4	67%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	113	14	12%	99	88%	2	2%	3	3%	27	27%	67	68%	94	95%
Hispanic or Latino	9	4	44%	5	56%	0	0%	2	40%	1	20%	2	40%	3	60%
White	102	51	50%	51	50%	1	2%	8	16%	22	43%	20	39%	42	82%
Multiracial	8	1	13%	7	88%	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	30	6	20%	24	80%	0	0%	2	8%	6	25%	16	67%	22	92%
Not Economically Disadvantaged	202	64	32%	138	68%	3	2%	12	9%	45	33%	78	57%	123	89%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	228	69	30%	159	70%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	232	70	30%	162	70%	3	2%	14	9%	51	31%	94	58%	145	90%
Not Homeless	232	70	30%	162	70%	3	2%	14	9%	51	31%	94	58%	145	90%
Not Migrant	232	70	30%	162	70%	3	2%	14	9%	51	31%	94	58%	145	90%
Parent Not in Armed Forces	232	70	30%	162	70%	3	2%	14	9%	51	31%	94	58%	145	90%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

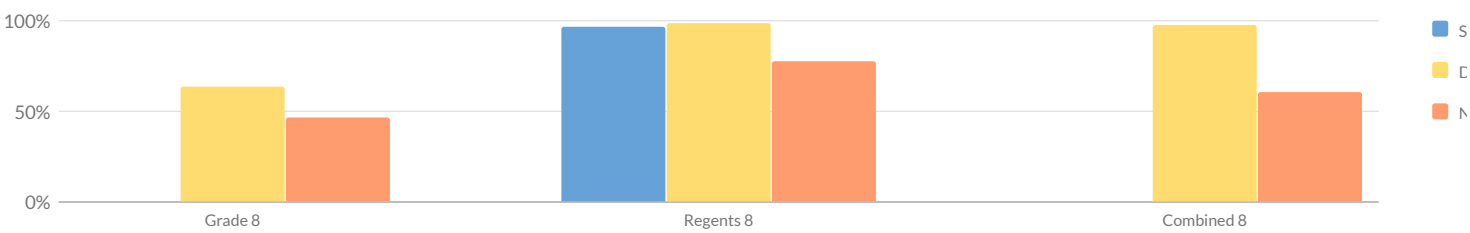


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	243	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
Female	127	123	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Male	121	120	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	248	243	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
General Education Students	228	225	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	108	108	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	14	88%	2	13%	—	—	—	—	—	—	—	—	—	—
White	118	116	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	136	131	96%	5	4%	1	20%	3	60%	1	20%	0	0%	1	20%
Economically Disadvantaged	32	30	94%	2	6%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	216	213	99%	3	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	244	240	98%	4	2%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	248	243	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
Not Homeless	248	243	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
Not Migrant	248	243	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
Parent Not in Armed Forces	248	243	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

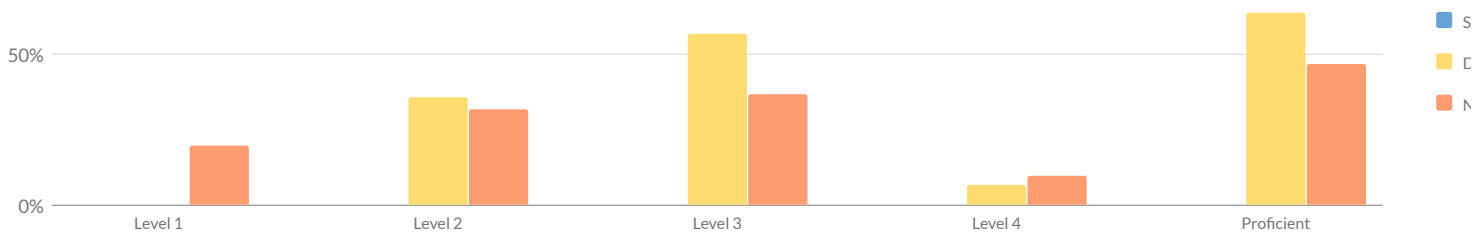
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	250	248	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	236	94%	2	1%	4	2%	39	17%	191	81%	230	97%
Combined 8	250	12	5%	238	95%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 8 SCIENCE RESULTS



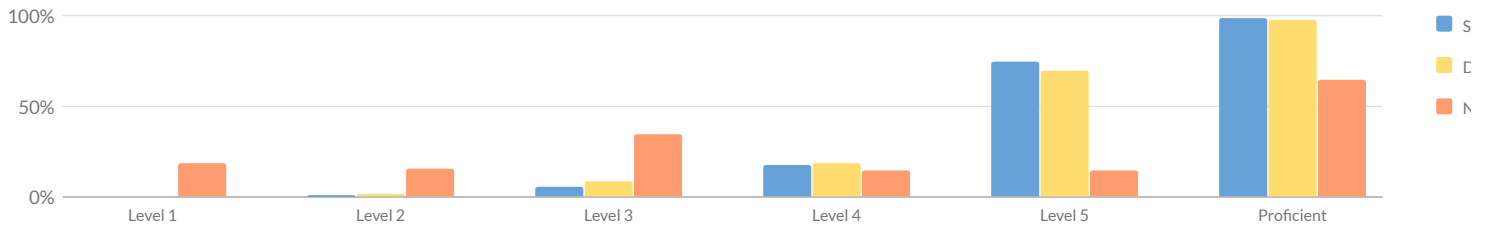
Percentage Scoring at Levels

[illegible]

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

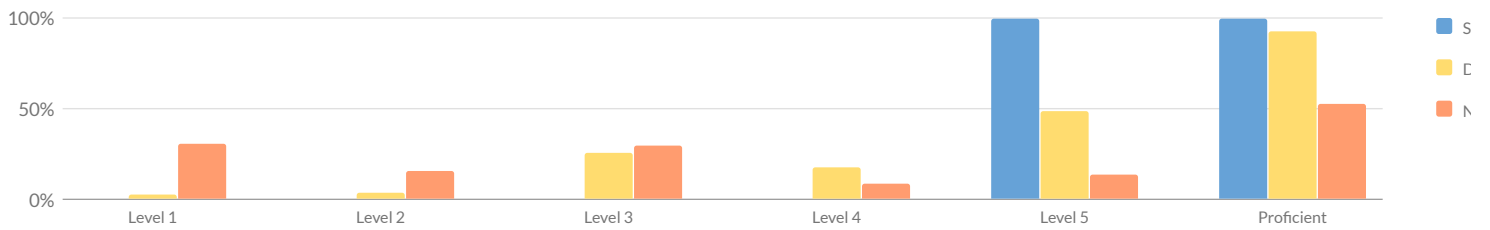
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	238	0	0%	2	1%	14	6%	44	18%	178	75%	236	99%
Female	119	0	0%	0	0%	6	5%	26	22%	87	73%	119	100%
Male	119	0	0%	2	2%	8	7%	18	15%	91	76%	117	98%
General Education Students	222	0	0%	1	0%	8	4%	40	18%	173	78%	221	100%
Students with Disabilities	16	0	0%	1	6%	6	38%	4	25%	5	31%	15	94%
Asian or Native Hawaiian/Other Pacific Islander	109	0	0%	0	0%	4	4%	14	13%	91	83%	109	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	—	—	—	—	—	—	—	—	—	—	—	—
White	113	0	0%	1	1%	8	7%	25	22%	79	70%	112	99%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	0	0%	1	6%	2	13%	5	31%	8	50%	15	94%
Economically Disadvantaged	30	0	0%	0	0%	3	10%	7	23%	20	67%	30	100%
Not Economically Disadvantaged	208	0	0%	2	1%	11	5%	37	18%	158	76%	206	99%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	235	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	238	0	0%	2	1%	14	6%	44	18%	178	75%	236	99%
Not Homeless	238	0	0%	2	1%	14	6%	44	18%	178	75%	236	99%
Not Migrant	238	0	0%	2	1%	14	6%	44	18%	178	75%	236	99%
Parent Not in Armed Forces	238	0	0%	2	1%	14	6%	44	18%	178	75%	236	99%

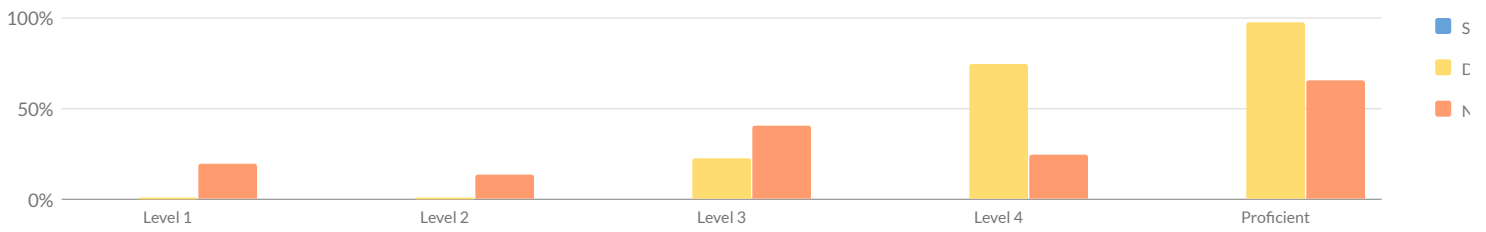
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Female	4	—	—	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
General Education Students	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Economically Disadvantaged	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Non-English Language Learner	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not in Foster Care	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Homeless	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Migrant	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Parent Not in Armed Forces	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

[illegible]

A bar chart comparing the percentage of students achieving different levels of proficiency in three skills: Speaking (blue), Writing (yellow), and Listening (orange). The X-axis shows five levels: Level 1, Level 2, Level 3, Level 4, and Proficient. The Y-axis shows the percentage from 0% to 100%.

Level	Speaking (%)	Writing (%)	Listening (%)
Level 1	0	0	20
Level 2	2	2	12
Level 3	15	18	35
Level 4	80	75	28
Proficient	95	95	65

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	235	2	1%	4	2%	39	17%	190	81%	229	97%
Female	121	2	2%	3	2%	23	19%	93	77%	116	96%
Male	114	0	0%	1	1%	16	14%	97	85%	113	99%
General Education Students	221	2	1%	2	1%	33	15%	184	83%	217	98%
Students with Disabilities	14	0	0%	2	14%	6	43%	6	43%	12	86%
Asian or Native Hawaiian/Other Pacific Islander	104	2	2%	0	0%	13	13%	89	86%	102	98%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	—	—	—	—	—	—	—	—	—	—
White	114	0	0%	4	4%	24	21%	86	75%	110	96%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	0	0%	0	0%	2	12%	15	88%	17	100%
Economically Disadvantaged	28	1	4%	0	0%	5	18%	22	79%	27	96%
Not Economically Disadvantaged	207	1	0%	4	2%	34	16%	168	81%	202	98%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	233	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	235	2	1%	4	2%	39	17%	190	81%	229	97%
Not Homeless	235	2	1%	4	2%	39	17%	190	81%	229	97%
Not Migrant	235	2	1%	4	2%	39	17%	190	81%	229	97%
Parent Not in Armed Forces	235	2	1%	4	2%	39	17%	190	81%	229	97%

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

[illegible]

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	88	8	9%	1	0	0%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

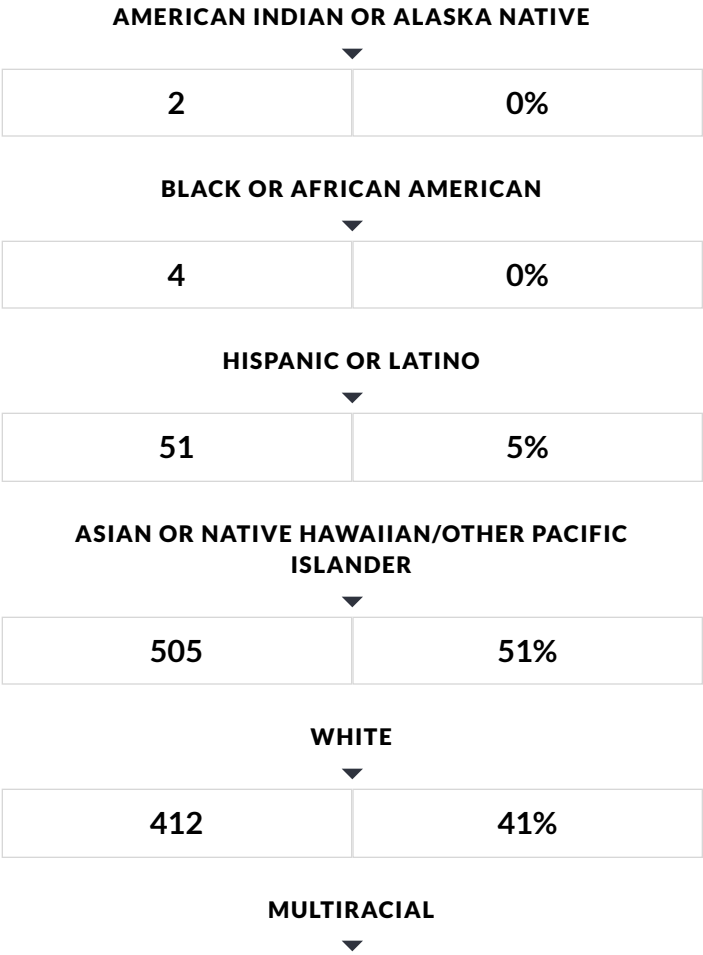
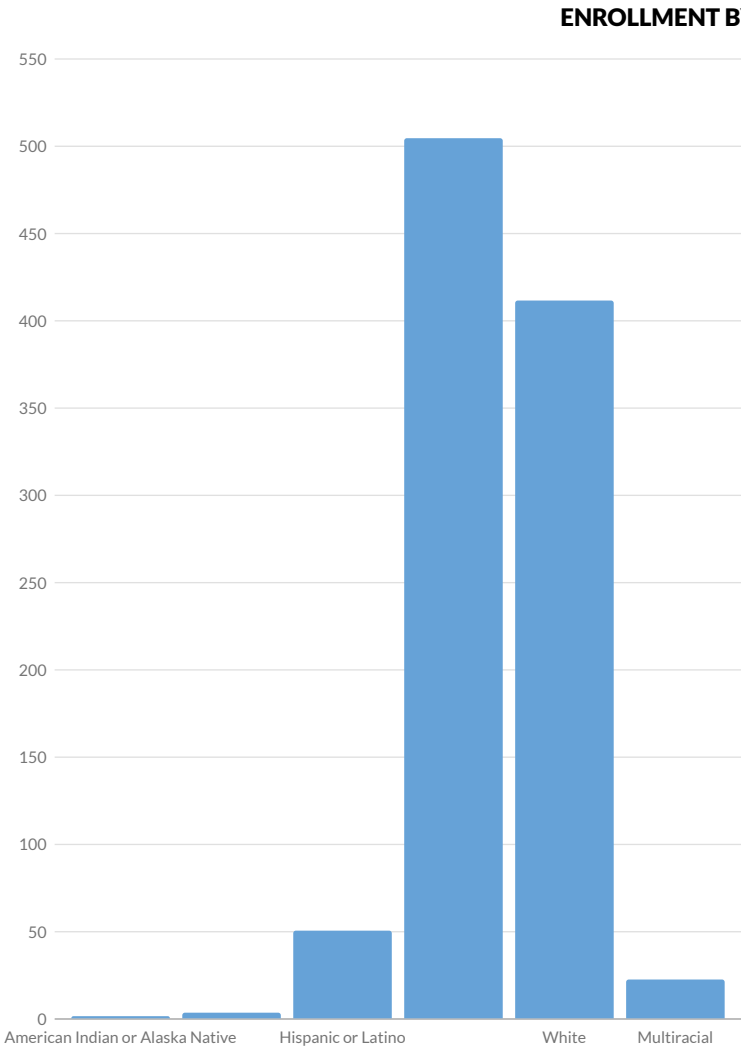
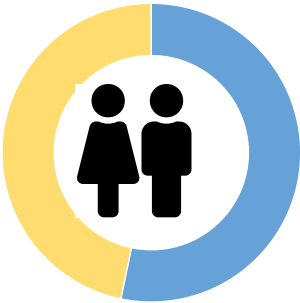
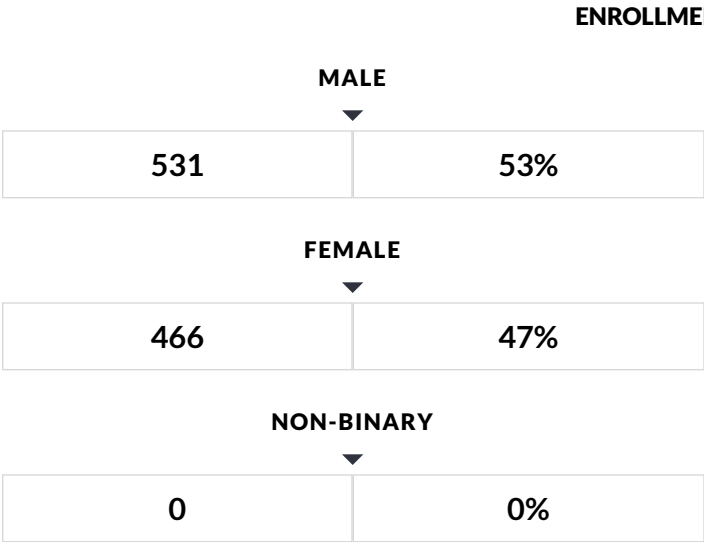
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	84	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 10: School Report Card
H.B. Thompson Middle School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

H B THOMPSON MIDDLE SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 997



23	2%
----	----

H B THOMPSON MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	997	\$311,326	\$312	\$24,300,249	\$24,373	\$24,611,575	\$24,686
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:56 AM EST

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

13	1%
----	----

STUDENTS WITH DISABILITIES

111	11%
-----	-----

ECONOMICALLY DISADVANTAGED

148	15%
-----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

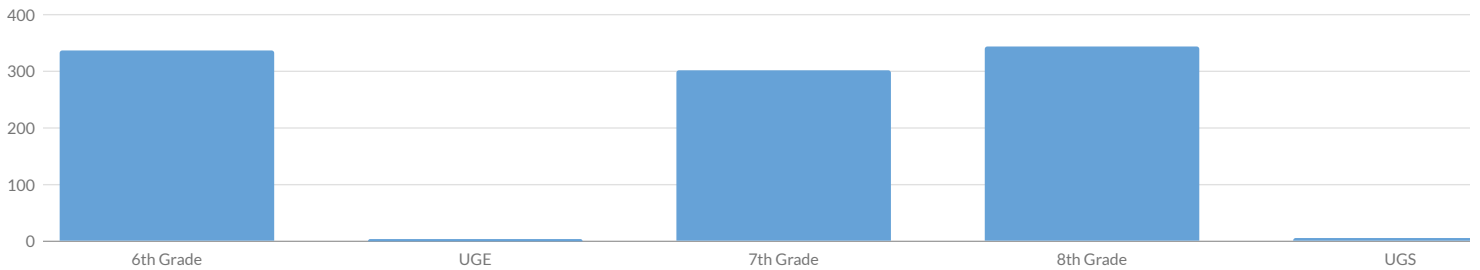
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



6TH GRADE

338	34%
-----	-----

UNGRADED ELEMENTA...

4	0%
---	----

7TH GRADE

303	30%
-----	-----

8TH GRADE

345	35%
-----	-----

UNGRADED SECONDA...

7	1%
---	----

H B THOMPSON MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	4	4	—	3
Multiracial	4	3	—	—
White	4	3	—	4
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	705	201.7	4
	Math	819	223	
	Combined	1,524	213.2	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	459	209.2	4
	Math	486	227	
	Combined	945	218.3	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	30	196.7	4
	Math	44	206.8	
	Combined	74	202.7	
Multiracial	ELA	13	200	4
	Math	17	220.6	
	Combined	30	211.7	
White	ELA	200	186.3	4
	Math	269	218.6	
	Combined	469	204.8	
English Language Learner	ELA	9	100	—
	Math	11	195.5	
	Combined	20	—	
Students with Disabilities	ELA	53	133	4
	Math	61	173.8	
	Combined	114	154.8	
Economically Disadvantaged	ELA	115	189.1	4
	Math	136	208.8	
	Combined	251	199.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	941	151.1	4
	Math	941	194.1	
	Combined	1,882	172.6	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	476	201.7	4
	Math	486	227	
	Combined	962	214.4	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	48	122.9	4
	Math	48	189.6	
	Combined	96	156.3	
Multiracial	ELA	22	118.2	3
	Math	22	170.5	
	Combined	44	144.3	
White	ELA	390	95.5	3
	Math	388	151.5	
	Combined	778	123.5	
English Language Learner	ELA	10	90	—
	Math	12	179.2	
	Combined	22	—	
Students with Disabilities	ELA	107	65.9	4
	Math	107	99.1	
	Combined	214	82.5	
Economically Disadvantaged	ELA	138	157.6	4
	Math	140	202.9	
	Combined	278	180.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	12	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,008	72	7.1%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	515	10	1.9%	4
Black or African American	4	—	—	—
Hispanic or Latino	51	12	23.5%	3
Multiracial	23	—	—	—
White	413	47	11.4%	4
English Language Learner	13	—	—	—
Students with Disabilities	117	16	13.7%	4
Economically Disadvantaged	153	14	9.2%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,004	71.4%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	X	513	91.6%
Black or African American	—	4	—
Hispanic or Latino	X	51	60.8%
Multiracial	—	23	—
White	X	411	48.7%
English Language Learner	—	13	—
Students with Disabilities	X	109	45.9%
Economically Disadvantaged	X	152	80.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	1,002	82.6%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	✓	513	96.5%
Black or African American	—	4	—
Hispanic or Latino	✗	51	86.3%
Multiracial	—	23	—
White	✗	409	65.8%
English Language Learner	—	13	—
Students with Disabilities	✗	109	53.2%
Economically Disadvantaged	✗	152	92.8%

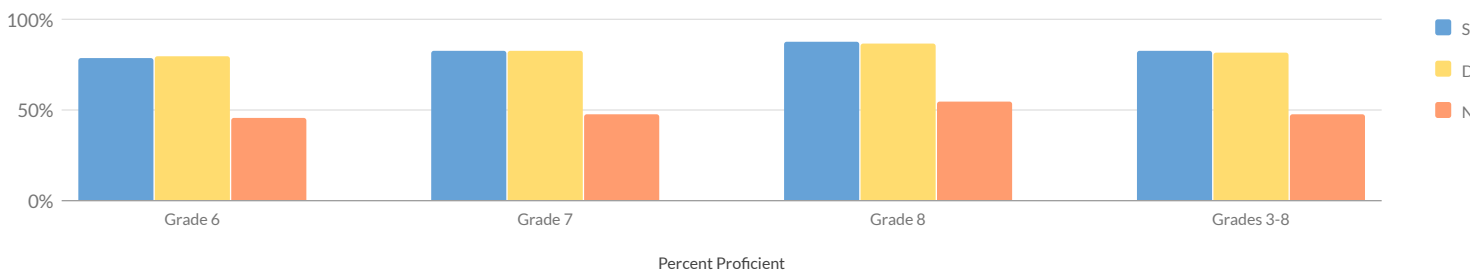
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 8	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

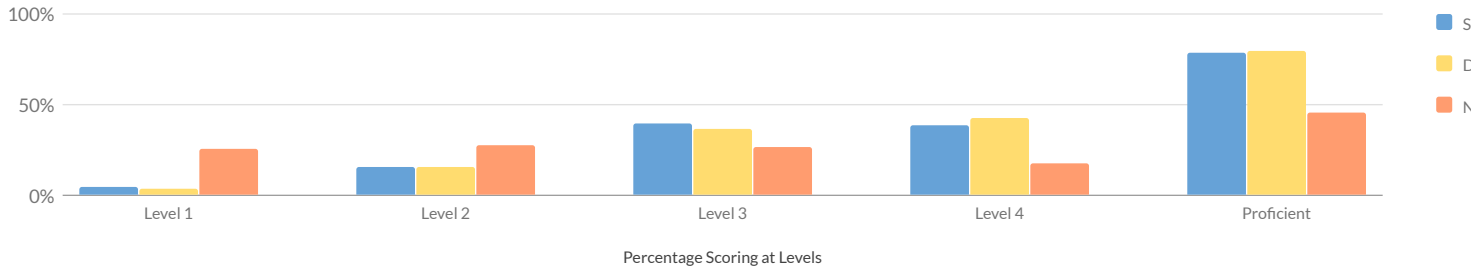
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	348	101	29%	247	71%	13	5%	39	16%	98	40%	97	39%	195	79%
Grade 7	307	72	23%	235	77%	8	3%	31	13%	101	43%	95	40%	196	83%
Grade 8	350	128	37%	222	63%	5	2%	22	10%	71	32%	124	56%	195	88%
Grades 3-8	1,005	301	30%	704	70%	26	4%	92	13%	270	38%	316	45%	586	83%

GRADE 6 ELA RESULTS

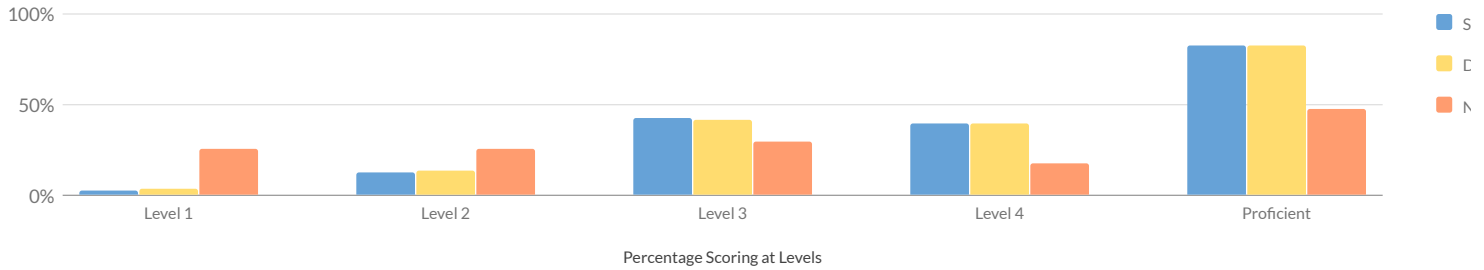
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	348	101	29%	247	71%	13	5%	39	16%	98	40%	97	39%	195	79%
Female	166	53	32%	113	68%	2	2%	16	14%	39	35%	56	50%	95	84%
Male	182	48	26%	134	74%	11	8%	23	17%	59	44%	41	31%	100	75%
General Education Students	307	72	23%	235	77%	7	3%	36	15%	96	41%	96	41%	192	82%
Students with Disabilities	41	29	71%	12	29%	6	50%	3	25%	2	17%	1	8%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	185	20	11%	165	89%	7	4%	21	13%	65	39%	72	44%	137	83%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	7	44%	9	56%	0	0%	4	44%	2	22%	3	33%	5	56%
White	136	68	50%	68	50%	5	7%	13	19%	31	46%	19	28%	50	74%
Multiracial	9	4	44%	5	56%	1	20%	1	20%	0	0%	3	60%	3	60%
Economically Disadvantaged	55	12	22%	43	78%	3	7%	10	23%	12	28%	18	42%	30	70%
Not Economically Disadvantaged	293	89	30%	204	70%	10	5%	29	14%	86	42%	79	39%	165	81%
English Language Learner	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	342	98	29%	244	71%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	348	101	29%	247	71%	13	5%	39	16%	98	40%	97	39%	195	79%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	347	100	29%	247	71%	13	5%	39	16%	98	40%	97	39%	195	79%
Not Migrant	348	101	29%	247	71%	13	5%	39	16%	98	40%	97	39%	195	79%
Parent Not in Armed Forces	348	101	29%	247	71%	13	5%	39	16%	98	40%	97	39%	195	79%

GRADE 7 ELA RESULTS

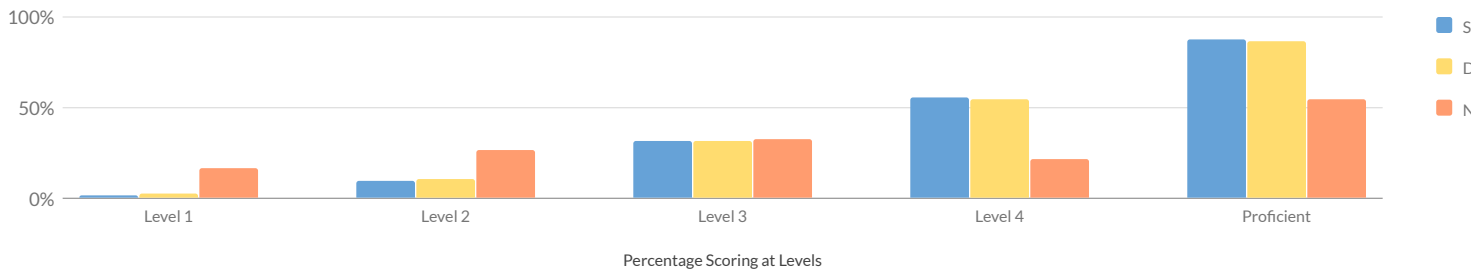
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	307	72	23%	235	77%	8	3%	31	13%	101	43%	95	40%	196	83%
Female	130	34	26%	96	74%	0	0%	8	8%	45	47%	43	45%	88	92%
Male	177	38	21%	139	79%	8	6%	23	17%	56	40%	52	37%	108	78%
General Education Students	270	51	19%	219	81%	4	2%	25	11%	95	43%	95	43%	190	87%
Students with Disabilities	37	21	57%	16	43%	4	25%	6	38%	6	38%	0	0%	6	38%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	156	6	4%	150	96%	3	2%	18	12%	58	39%	71	47%	129	86%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	10	91%	0	0%	1	10%	6	60%	3	30%	9	90%
White	133	63	47%	70	53%	4	6%	12	17%	34	49%	20	29%	54	77%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	0	0%	3	60%	1	20%	4	80%
Economically Disadvantaged	50	6	12%	44	88%	1	2%	9	20%	20	45%	14	32%	34	77%
Not Economically Disadvantaged	257	66	26%	191	74%	7	4%	22	12%	81	42%	81	42%	162	85%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	305	71	23%	234	77%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	307	72	23%	235	77%	8	3%	31	13%	101	43%	95	40%	196	83%
Not Homeless	307	72	23%	235	77%	8	3%	31	13%	101	43%	95	40%	196	83%
Not Migrant	307	72	23%	235	77%	8	3%	31	13%	101	43%	95	40%	196	83%
Parent Not in Armed Forces	307	72	23%	235	77%	8	3%	31	13%	101	43%	95	40%	196	83%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

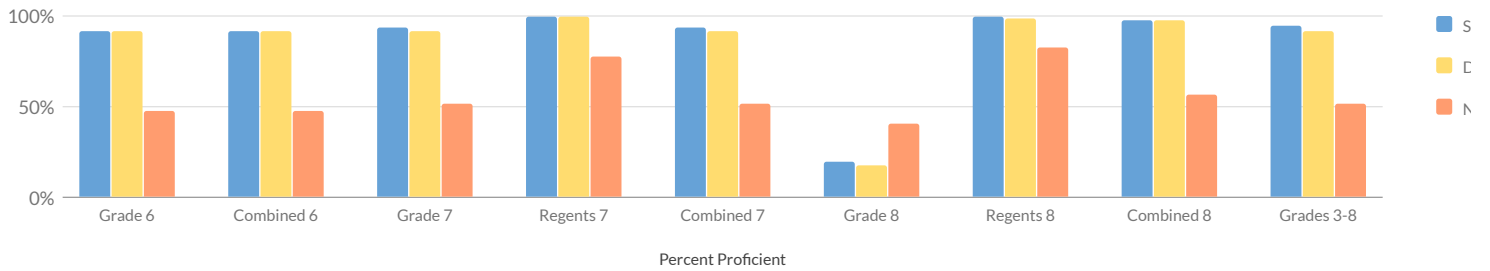


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	128	37%	222	63%	5	2%	22	10%	71	32%	124	56%	195	88%
Female	172	68	40%	104	60%	1	1%	5	5%	31	30%	67	64%	98	94%
Male	178	60	34%	118	66%	4	3%	17	14%	40	34%	57	48%	97	82%
General Education Students	318	108	34%	210	66%	5	2%	15	7%	68	32%	122	58%	190	90%
Students with Disabilities	32	20	63%	12	38%	0	0%	7	58%	3	25%	2	17%	5	42%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	173	24	14%	149	86%	2	1%	11	7%	44	30%	92	62%	136	91%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	24	14	58%	10	42%	0	0%	2	20%	2	20%	6	60%	8	80%
White	142	85	60%	57	40%	3	5%	9	16%	22	39%	23	40%	45	79%
Multiracial	9	4	44%	5	56%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	4	40%	6	60%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	47	18	38%	29	62%	2	7%	4	14%	9	31%	14	48%	23	79%
Not Economically Disadvantaged	303	110	36%	193	64%	3	2%	18	9%	62	32%	110	57%	172	89%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	345	126	37%	219	63%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	350	128	37%	222	63%	5	2%	22	10%	71	32%	124	56%	195	88%
Not Homeless	350	128	37%	222	63%	5	2%	22	10%	71	32%	124	56%	195	88%
Not Migrant	350	128	37%	222	63%	5	2%	22	10%	71	32%	124	56%	195	88%
Parent Not in Armed Forces	350	128	37%	222	63%	5	2%	22	10%	71	32%	124	56%	195	88%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

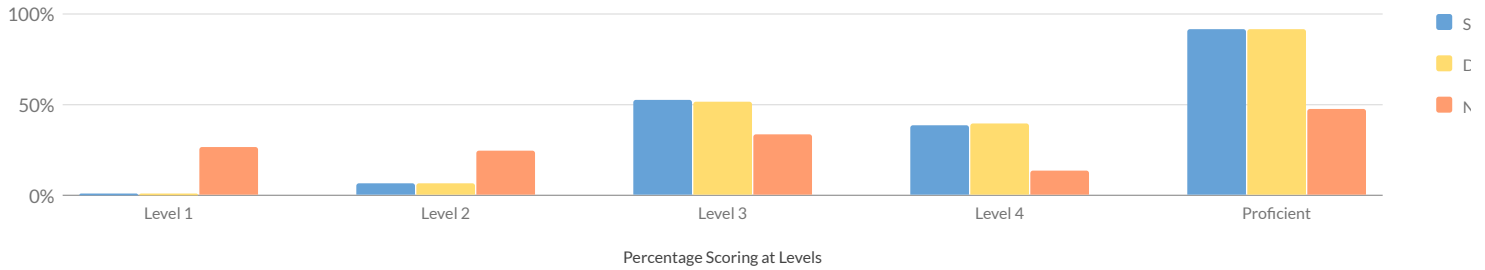


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	348	90	26%	258	74%	2	1%	19	7%	136	53%	101	39%	237	92%
Combined 6	348	90	26%	258	74%	2	1%	19	7%	136	53%	101	39%	237	92%
Grade 7	307	84	27%	223	73%	2	1%	12	5%	67	30%	142	64%	209	94%
Regents 7	—	—	—	14	5%	0	0%	0	0%	0	0%	14	100%	14	100%
Combined 7	307	70	23%	237	77%	2	1%	12	5%	67	28%	156	66%	223	94%
Grade 8	350	345	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
Regents 8	—	—	—	318	91%	0	0%	1	0%	14	4%	303	95%	317	100%
Combined 8	350	27	8%	323	92%	1	0%	4	1%	15	5%	303	94%	318	98%
Grades 3-8	1,005	187	19%	818	81%	5	1%	35	4%	218	27%	560	68%	778	95%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 6 MATH RESULTS

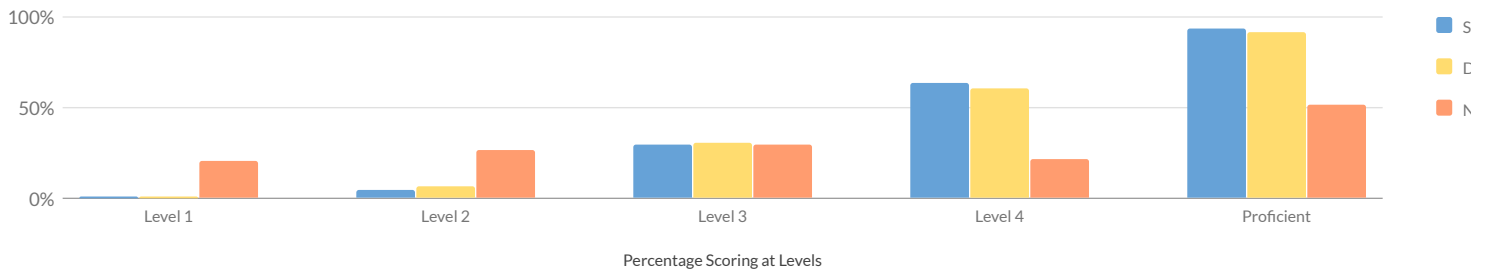
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	348	90	26%	258	74%	2	1%	19	7%	136	53%	101	39%	237	92%
Female	166	49	30%	117	70%	0	0%	7	6%	69	59%	41	35%	110	94%
Male	182	41	23%	141	77%	2	1%	12	9%	67	48%	60	43%	127	90%
General Education Students	307	63	21%	244	79%	1	0%	16	7%	129	53%	98	40%	227	93%
Students with Disabilities	41	27	66%	14	34%	1	7%	3	21%	7	50%	3	21%	10	71%
Asian or Native Hawaiian/Other Pacific Islander	185	13	7%	172	93%	2	1%	11	6%	81	47%	78	45%	159	92%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	5	31%	11	69%	0	0%	0	0%	10	91%	1	9%	11	100%
White	136	66	49%	70	51%	0	0%	7	10%	43	61%	20	29%	63	90%
Multiracial	9	4	44%	5	56%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	55	8	15%	47	85%	1	2%	8	17%	27	57%	11	23%	38	81%
Not Economically Disadvantaged	293	82	28%	211	72%	1	0%	11	5%	109	52%	90	43%	199	94%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	342	88	26%	254	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	348	90	26%	258	74%	2	1%	19	7%	136	53%	101	39%	237	92%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	347	89	26%	258	74%	2	1%	19	7%	136	53%	101	39%	237	92%
Not Migrant	348	90	26%	258	74%	2	1%	19	7%	136	53%	101	39%	237	92%
Parent Not in Armed Forces	348	90	26%	258	74%	2	1%	19	7%	136	53%	101	39%	237	92%

GRADE 7 MATH RESULTS

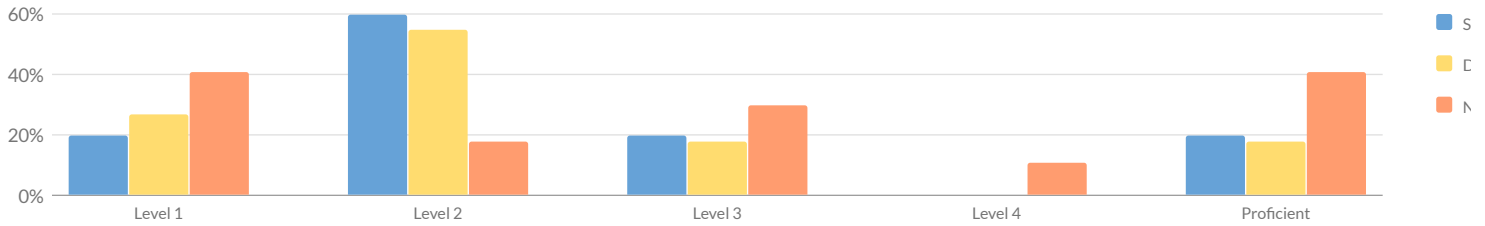
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	307	84	27%	223	73%	2	1%	12	5%	67	30%	142	64%	209	94%
Female	130	36	28%	94	72%	0	0%	6	6%	29	31%	59	63%	88	94%
Male	177	48	27%	129	73%	2	2%	6	5%	38	29%	83	64%	121	94%
General Education Students	270	63	23%	207	77%	0	0%	8	4%	59	29%	140	68%	199	96%
Students with Disabilities	37	21	57%	16	43%	2	13%	4	25%	8	50%	2	13%	10	63%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	156	12	8%	144	92%	0	0%	5	3%	41	28%	98	68%	139	97%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	2	18%	9	82%	0	0%	1	11%	3	33%	5	56%	8	89%
White	133	68	51%	65	49%	2	3%	6	9%	21	32%	36	55%	57	88%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	50	6	12%	44	88%	0	0%	1	2%	15	34%	28	64%	43	98%
Not Economically Disadvantaged	257	78	30%	179	70%	2	1%	11	6%	52	29%	114	64%	166	93%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	305	83	27%	222	73%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	307	84	27%	223	73%	2	1%	12	5%	67	30%	142	64%	209	94%
Not Homeless	307	84	27%	223	73%	2	1%	12	5%	67	30%	142	64%	209	94%
Not Migrant	307	84	27%	223	73%	2	1%	12	5%	67	30%	142	64%	209	94%
Parent Not in Armed Forces	307	84	27%	223	73%	2	1%	12	5%	67	30%	142	64%	209	94%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

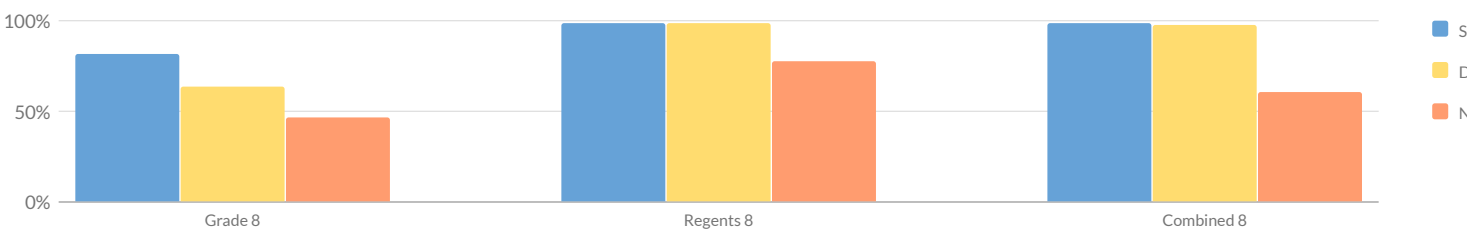


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	345	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
Female	172	171	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Male	178	174	98%	4	2%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	350	345	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
General Education Students	318	316	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	32	29	91%	3	9%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	173	169	98%	4	2%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	24	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	142	141	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	315	310	98%	5	2%	1	20%	3	60%	1	20%	0	0%	1	20%
Economically Disadvantaged	47	44	94%	3	6%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	303	301	99%	2	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	345	340	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
Not in Foster Care	350	345	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
Not Homeless	350	345	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
Not Migrant	350	345	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%
Parent Not in Armed Forces	350	345	99%	5	1%	1	20%	3	60%	1	20%	0	0%	1	20%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

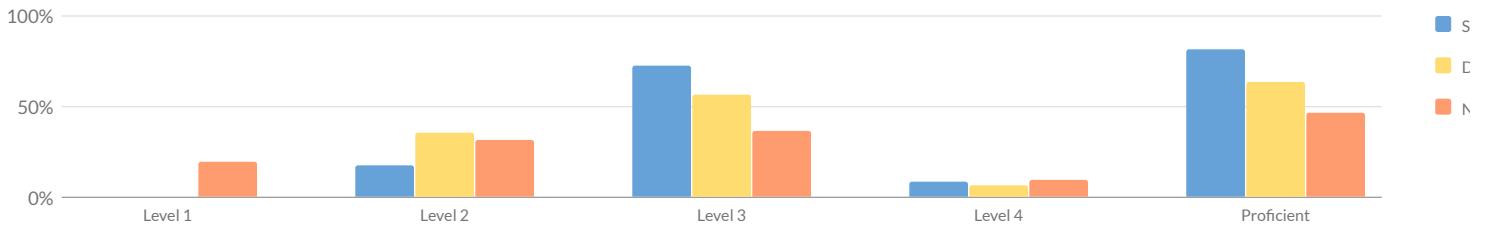
SUMMARY RESULTS



Percent Proficient															
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	350	339	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%
Regents 8	—	—	—	305	87%	0	0%	2	1%	48	16%	255	84%	303	99%
Combined 8	350	34	10%	316	90%	0	0%	4	1%	56	18%	256	81%	312	99%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 8 SCIENCE RESULTS

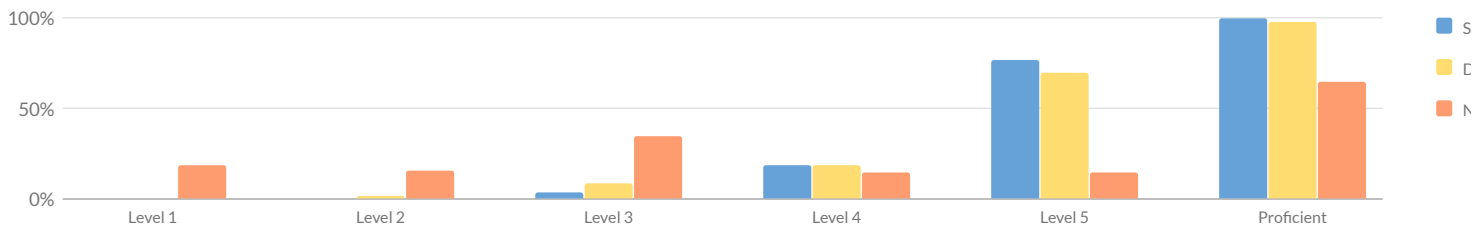


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	339	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%
Female	172	169	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Male	178	170	96%	8	4%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	350	339	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%
General Education Students	318	313	98%	5	2%	0	0%	1	20%	3	60%	1	20%	4	80%
Students with Disabilities	32	26	81%	6	19%	0	0%	1	17%	5	83%	0	0%	5	83%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	173	165	95%	8	5%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	24	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	142	139	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	315	304	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%
Economically Disadvantaged	47	43	91%	4	9%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	303	296	98%	7	2%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	345	336	97%	9	3%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	350	339	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%
Not Homeless	350	339	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%
Not Migrant	350	339	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%
Parent Not in Armed Forces	350	339	97%	11	3%	0	0%	2	18%	8	73%	1	9%	9	82%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

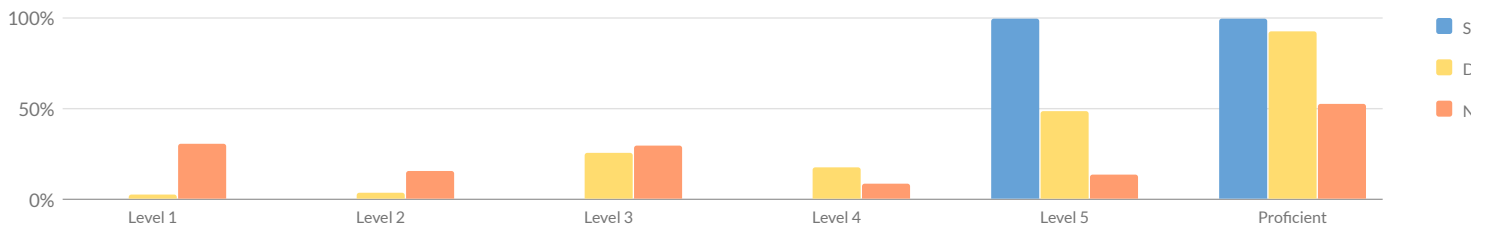
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	326	0	0%	1	0%	14	4%	61	19%	250	77%	325	100%
Female	159	0	0%	1	1%	5	3%	26	16%	127	80%	158	99%
Male	167	0	0%	0	0%	9	5%	35	21%	123	74%	167	100%
General Education Students	311	0	0%	0	0%	12	4%	50	16%	249	80%	311	100%
Students with Disabilities	15	0	0%	1	7%	2	13%	11	73%	1	7%	14	93%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	167	0	0%	0	0%	3	2%	24	14%	140	84%	167	100%
Hispanic or Latino	23	0	0%	1	4%	3	13%	7	30%	12	52%	22	96%
White	127	0	0%	0	0%	7	6%	29	23%	91	72%	127	100%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	1	11%	1	11%	7	78%	9	100%
Economically Disadvantaged	43	0	0%	1	2%	4	9%	10	23%	28	65%	42	98%
Not Economically Disadvantaged	283	0	0%	0	0%	10	4%	51	18%	222	78%	283	100%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	322	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	326	0	0%	1	0%	14	4%	61	19%	250	77%	325	100%
Not Homeless	326	0	0%	1	0%	14	4%	61	19%	250	77%	325	100%
Not Migrant	326	0	0%	1	0%	14	4%	61	19%	250	77%	325	100%
Parent Not in Armed Forces	326	0	0%	1	0%	14	4%	61	19%	250	77%	325	100%

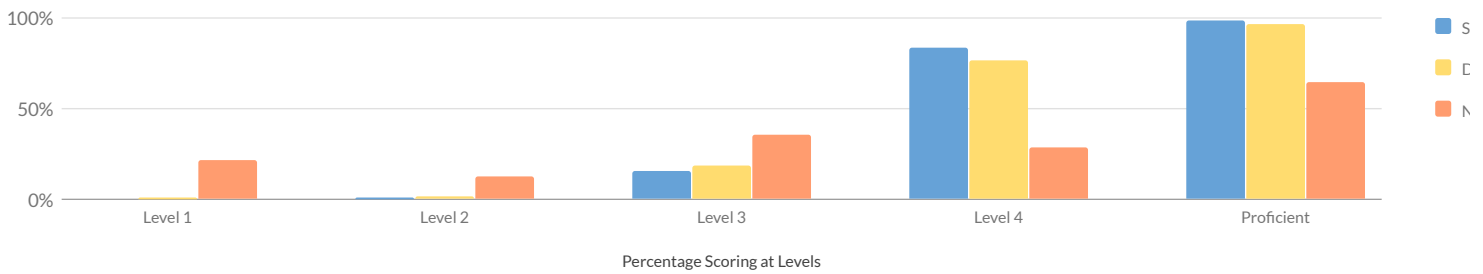
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
General Education Students	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not Economically Disadvantaged	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Non-English Language Learner	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not in Foster Care	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not Homeless	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Not Migrant	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%
Parent Not in Armed Forces	6	0	0%	0	0%	0	0%	0	0%	6	100%	6	100%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	305	0	0%	2	1%	48	16%	255	84%	303	99%
Female	153	0	0%	2	1%	20	13%	131	86%	151	99%
Male	152	0	0%	0	0%	28	18%	124	82%	152	100%
General Education Students	294	0	0%	0	0%	44	15%	250	85%	294	100%
Students with Disabilities	11	0	0%	2	18%	4	36%	5	45%	9	82%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	158	0	0%	0	0%	21	13%	137	87%	158	100%
Hispanic or Latino	18	0	0%	1	6%	5	28%	12	67%	17	94%
White	120	0	0%	1	1%	21	18%	98	82%	119	99%
Multiracial	8	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	1	11%	8	89%	9	100%
Economically Disadvantaged	38	0	0%	1	3%	10	26%	27	71%	37	97%
Not Economically Disadvantaged	267	0	0%	1	0%	38	14%	228	85%	266	100%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	303	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	305	0	0%	2	1%	48	16%	255	84%	303	99%
Not Homeless	305	0	0%	2	1%	48	16%	255	84%	303	99%
Not Migrant	305	0	0%	2	1%	48	16%	255	84%	303	99%
Parent Not in Armed Forces	305	0	0%	2	1%	48	16%	255	84%	303	99%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	6	0	0%	6	100%	1	17%	2	33%	0	0%	0	0%	3	50%
Grade 7	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	5	0	0%	5	100%	0	0%	2	40%	1	20%	1	20%	1	20%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	106	11	10%	1	0	0%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

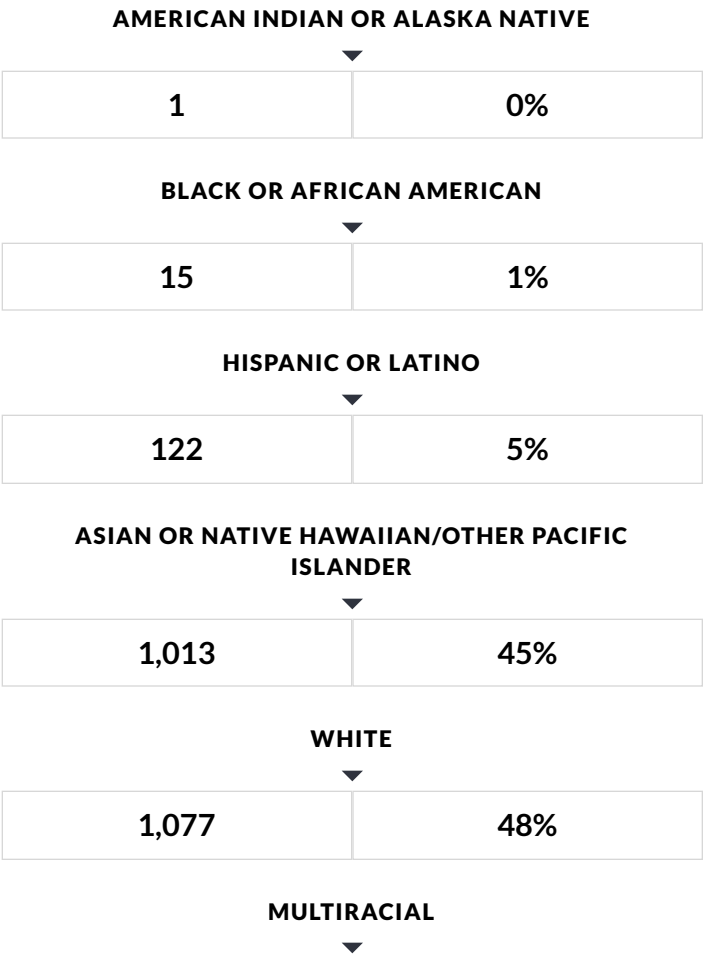
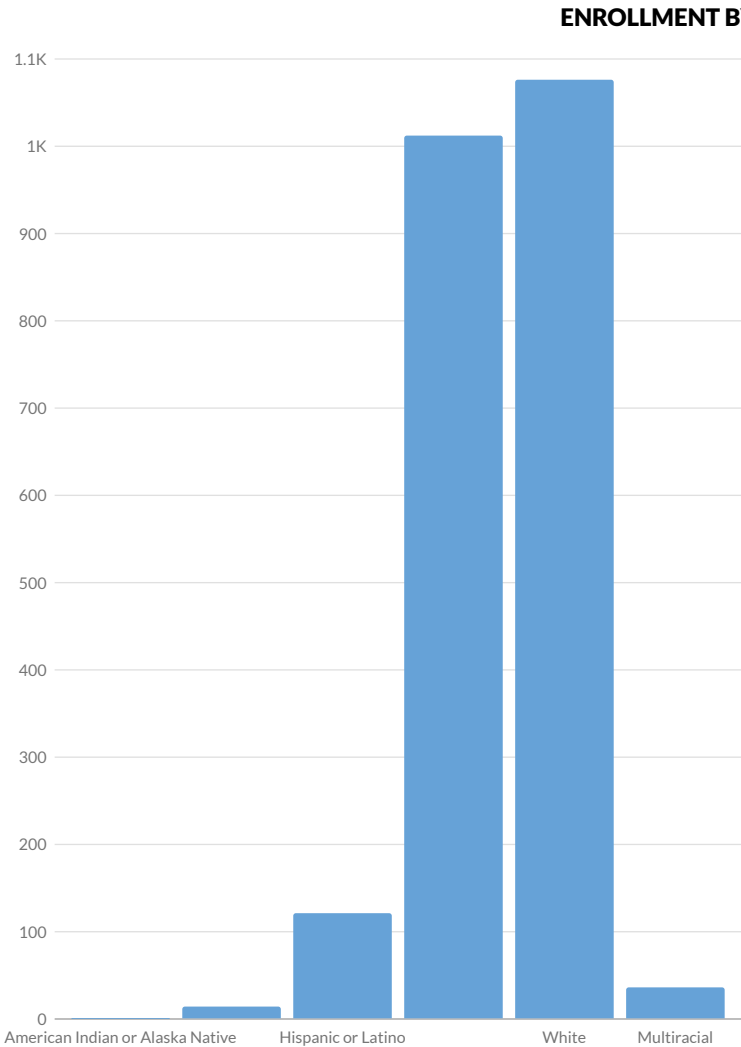
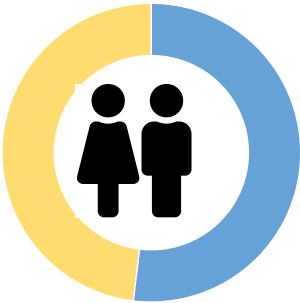
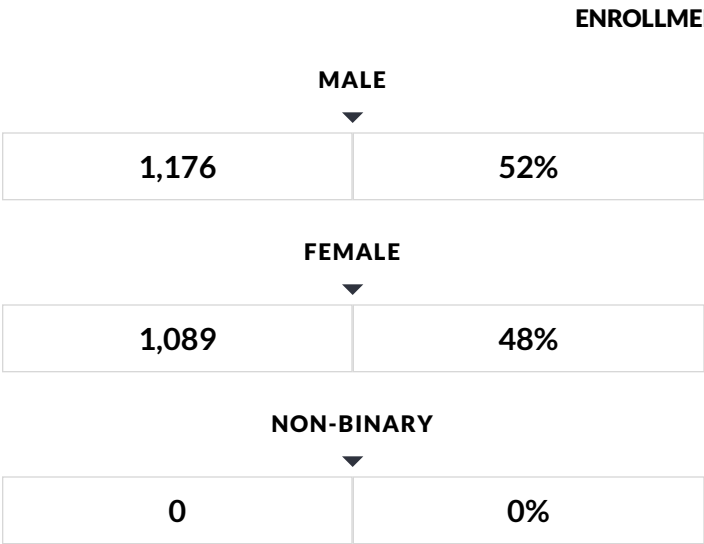
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	102	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Section 11: School Report Card
Syosset High School

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

SYOSSET SENIOR HIGH SCHOOL ENROLLMENT (2022 - 23)

K-12 Enrollment: 2,265



37	2%
----	----

SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	2,265	\$461,370	\$204	\$56,091,764	\$24,765	\$56,553,134	\$24,968
This District	6,886	\$2,089,409	\$303	\$227,827,065	\$33,086	\$229,916,474	\$33,389
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 1, 2024, 9:57 AM EST

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

35	2%
----	----

MIGRANT

—	—
---	---

STUDENTS WITH DISABILITIES

227	10%
-----	-----

HOMELESS

—	—
---	---

FOSTER CARE

—	—
---	---

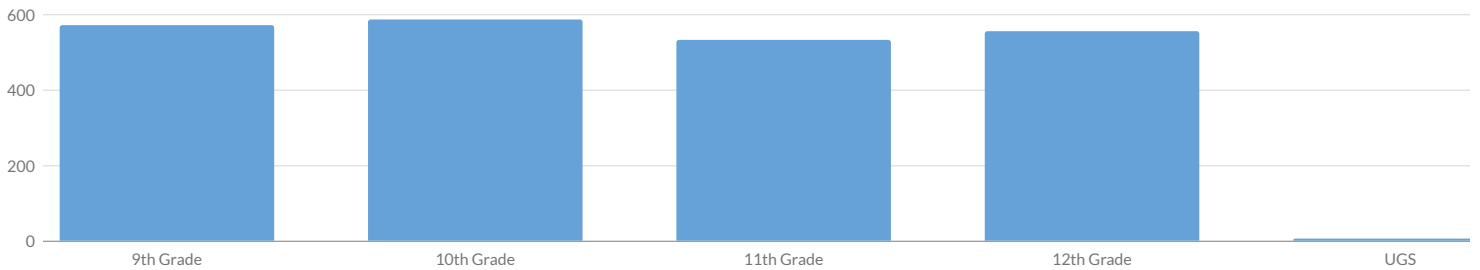
ECONOMICALLY DISADVANTAGED

343	15%
-----	-----

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



9TH GRADE

574	25%
-----	-----

10TH GRADE

589	26%
-----	-----

11TH GRADE

535	24%
-----	-----

12TH GRADE

558	25%
-----	-----

UNGRADED SECONDARY

9	0%
---	----

SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	4	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	—	4
Black or African American	—	—	—	—	—
Hispanic or Latino	4	4	4	—	4
Multiracial	4	4	—	—	4
White	4	4	4	—	4
English Language Learner	—	—	—	4	4
Students with Disabilities	4	4	4	—	4
Economically Disadvantaged	4	4	4	—	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	549	218.7	203.3	4
	Math	323	183.1		
	Science	419	210.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	219	225.6	210.4	4
	Math	151	193.4		
	Science	184	213		
Black or African American	ELA	5	190	—	—
	Math	3	—		
	Science	3	—		
Hispanic or Latino	ELA	32	200	193.9	4
	Math	17	185.3		
	Science	23	197.8		
Multiracial	ELA	10	215	179.3	4
	Math	4	—		
	Science	7	207.1		
White	ELA	283	216.1	199	4
	Math	148	174.7		
	Science	202	209.9		
English Language Learner	ELA	6	91.7	—	—
	Math	6	208.3		
	Science	4	—		
Students with Disabilities	ELA	69	154.3	132.4	4
	Math	29	86.2		
	Science	16	168.8		
Economically Disadvantaged	ELA	80	193.1	186.4	4
	Math	52	173.1		
	Science	54	196.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	553	217.1	167.3	4
	Math	537	110.1		
	Science	495	178.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	219	225.6	182	4
	Math	217	134.6		
	Science	209	187.6		
Black or African American	ELA	5	190	—	—
	Math	5	90		
	Science	4	—		
Hispanic or Latino	ELA	32	200	152.3	4
	Math	31	101.6		
	Science	29	156.9		
Multiracial	ELA	11	195.5	132.3	4
	Math	10	50		
	Science	9	161.1		
White	ELA	286	213.8	159	4
	Math	274	94.3		
	Science	244	173.8		
English Language Learner	ELA	6	91.7	—	—
	Math	6	208.3		
	Science	6	108.3		
Students with Disabilities	ELA	72	147.9	93	4
	Math	60	41.7		
	Science	36	87.5		
Economically Disadvantaged	ELA	83	186.1	148.3	4
	Math	80	112.5		
	Science	73	145.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	580	573	98.8%	99.1%	4
	5-year	560	554	98.9%		
	6-year	531	529	99.6%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	226	225	99.6%	99.9%	4
	5-year	204	204	100%		
	6-year	183	183	100%		
Black or African American	4-year	4	—	—	—	—
	5-year	4	—	—		
	6-year	5	—	—		
Hispanic or Latino	4-year	23	—	—	100%	4
	5-year	18	—	—		
	6-year	32	32	100%		
Multiracial	4-year	6	—	—	—	—
	5-year	6	—	—		
	6-year	9	—	—		
White	4-year	320	316	98.8%	99%	4
	5-year	326	322	98.8%		
	6-year	302	300	99.3%		
English Language Learner	4-year	6	—	—	—	—
	5-year	8	—	—		
	6-year	3	—	—		
Students with Disabilities	4-year	75	70	93.3%	94.6%	4
	5-year	74	69	93.2%		
	6-year	78	76	97.4%		
Economically Disadvantaged	4-year	79	77	97.5%	96.9%	4
	5-year	60	57	95%		
	6-year	56	55	98.2%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	31	45%	61%	1.4	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	31	45%	61%	1.4	4
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	15	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,287	169	7.4%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,028	50	4.9%	4
Black or African American	15	—	—	—
Hispanic or Latino	123	13	10.6%	4
Multiracial	38	4	10.5%	4
White	1,082	98	9.1%	4
English Language Learner	40	0	—	4
Students with Disabilities	236	40	16.9%	4
Economically Disadvantaged	354	42	11.9%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	556	99.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	222	100%
Black or African American	—	5	—
Hispanic or Latino	—	32	—
Multiracial	—	11	—
White	✓	286	98.6%
English Language Learner	—	7	—
Students with Disabilities	✗	67	94%
Economically Disadvantaged	✓	83	97.6%

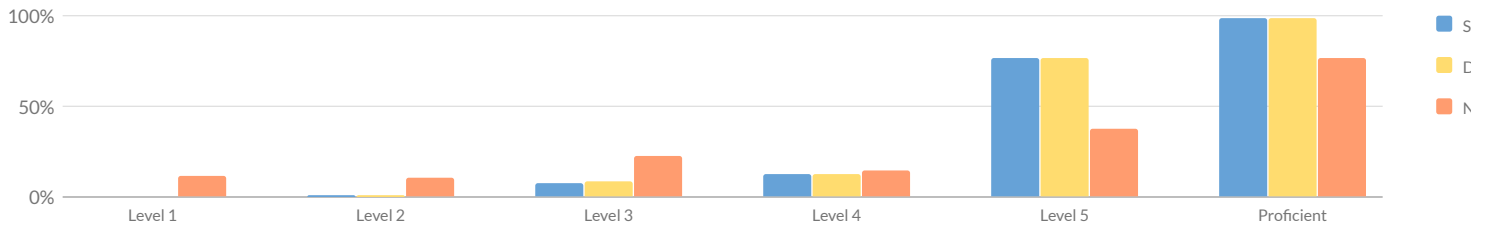
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	541	60.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	220	70%
Black or African American	—	5	—
Hispanic or Latino	—	31	—
Multiracial	—	10	—
White	X	275	54.9%
English Language Learner	—	7	—
Students with Disabilities	X	57	52.6%
Economically Disadvantaged	X	80	67.5%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

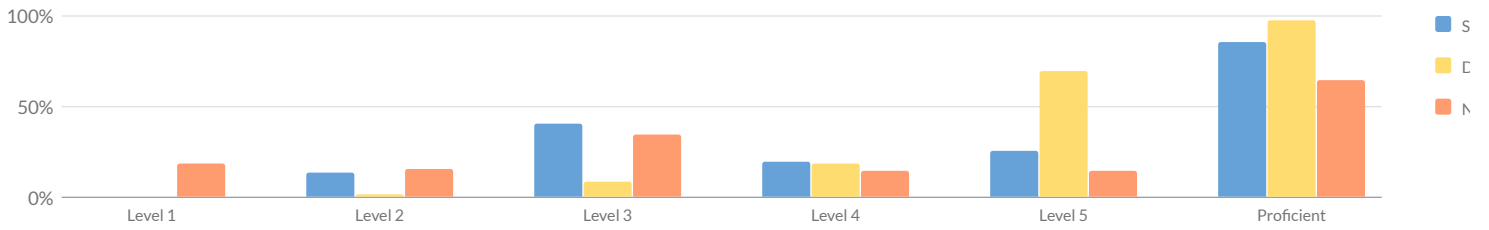
Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	537	1	0%	6	1%	45	8%	70	13%	415	77%	530	99%
Female	253	0	0%	2	1%	13	5%	29	11%	209	83%	251	99%
Male	284	1	0%	4	1%	32	11%	41	14%	206	73%	279	98%
General Education Students	482	1	0%	2	0%	28	6%	55	11%	396	82%	479	99%
Students with Disabilities	55	0	0%	4	7%	17	31%	15	27%	19	35%	51	93%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	235	1	0%	3	1%	10	4%	17	7%	204	87%	231	98%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	0	0%	1	3%	4	11%	9	25%	22	61%	35	97%
White	258	0	0%	1	0%	30	12%	42	16%	185	72%	257	100%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	1	13%	1	13%	2	25%	4	50%	7	88%
Economically Disadvantaged	83	0	0%	4	5%	9	11%	12	14%	58	70%	79	95%
Not Economically Disadvantaged	454	1	0%	2	0%	36	8%	58	13%	357	79%	451	99%
English Language Learner	13	1	8%	2	15%	4	31%	2	15%	4	31%	10	77%
Non-English Language Learner	524	0	0%	4	1%	41	8%	68	13%	411	78%	520	99%
Not in Foster Care	537	1	0%	6	1%	45	8%	70	13%	415	77%	530	99%
Not Homeless	537	1	0%	6	1%	45	8%	70	13%	415	77%	530	99%
Not Migrant	537	1	0%	6	1%	45	8%	70	13%	415	77%	530	99%
Parent Not in Armed Forces	537	1	0%	6	1%	45	8%	70	13%	415	77%	530	99%

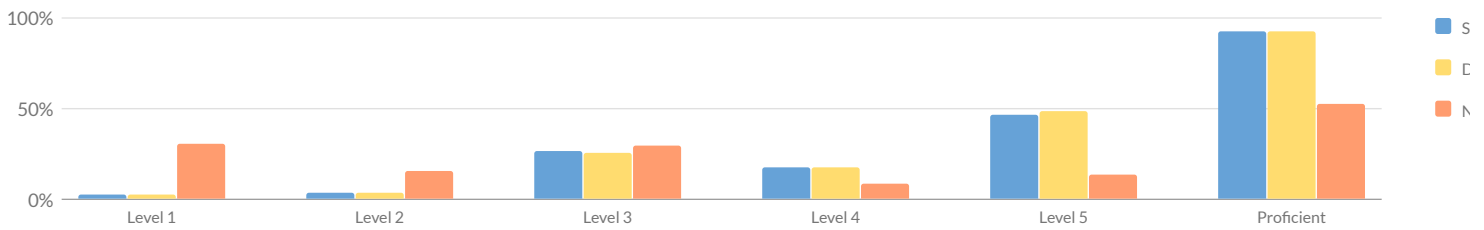
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

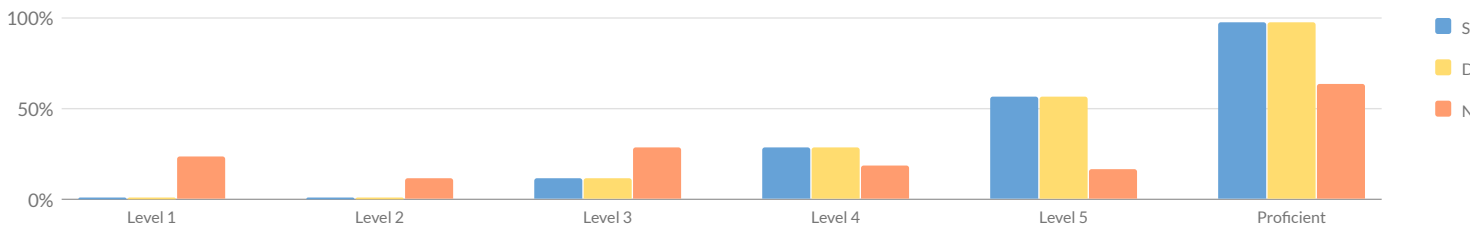
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	0	0%	10	14%	30	41%	15	20%	19	26%	64	86%
Female	36	0	0%	4	11%	17	47%	3	8%	12	33%	32	89%
Male	38	0	0%	6	16%	13	34%	12	32%	7	18%	32	84%
General Education Students	53	0	0%	8	15%	15	28%	11	21%	19	36%	45	85%
Students with Disabilities	21	0	0%	2	10%	15	71%	4	19%	0	0%	19	90%
Asian or Native Hawaiian/Other Pacific Islander	44	0	0%	3	7%	14	32%	10	23%	17	39%	41	93%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—
White	21	0	0%	4	19%	12	57%	4	19%	1	5%	17	81%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	3	33%	4	44%	1	11%	1	11%	6	67%
Economically Disadvantaged	29	0	0%	5	17%	13	45%	6	21%	5	17%	24	83%
Not Economically Disadvantaged	45	0	0%	5	11%	17	38%	9	20%	14	31%	40	89%
English Language Learner	13	0	0%	0	0%	4	31%	7	54%	2	15%	13	100%
Non-English Language Learner	61	0	0%	10	16%	26	43%	8	13%	17	28%	51	84%
Not in Foster Care	74	0	0%	10	14%	30	41%	15	20%	19	26%	64	86%
Not Homeless	74	0	0%	10	14%	30	41%	15	20%	19	26%	64	86%
Not Migrant	74	0	0%	10	14%	30	41%	15	20%	19	26%	64	86%
Parent Not in Armed Forces	74	0	0%	10	14%	30	41%	15	20%	19	26%	64	86%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	589	17	3%	26	4%	159	27%	108	18%	279	47%	546	93%
Female	288	11	4%	9	3%	79	27%	49	17%	140	49%	268	93%
Male	301	6	2%	17	6%	80	27%	59	20%	139	46%	278	92%
General Education Students	543	6	1%	18	3%	138	25%	105	19%	276	51%	519	96%
Students with Disabilities	46	11	24%	8	17%	21	46%	3	7%	3	7%	27	59%
Asian or Native Hawaiian/Other Pacific Islander	277	3	1%	6	2%	63	23%	38	14%	167	60%	268	97%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	2	7%	2	7%	13	48%	6	22%	4	15%	23	85%
White	268	11	4%	17	6%	80	30%	58	22%	102	38%	240	90%
Multiracial	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	1	6%	3	18%	6	35%	6	35%	15	88%
Economically Disadvantaged	80	4	5%	3	4%	33	41%	13	16%	27	34%	73	91%
Not Economically Disadvantaged	509	13	3%	23	5%	126	25%	95	19%	252	50%	473	93%
English Language Learner	10	1	10%	2	20%	2	20%	1	10%	4	40%	7	70%
Non-English Language Learner	579	16	3%	24	4%	157	27%	107	18%	275	47%	539	93%
Not in Foster Care	589	17	3%	26	4%	159	27%	108	18%	279	47%	546	93%
Not Homeless	589	17	3%	26	4%	159	27%	108	18%	279	47%	546	93%
Not Migrant	589	17	3%	26	4%	159	27%	108	18%	279	47%	546	93%
Parent Not in Armed Forces	589	17	3%	26	4%	159	27%	108	18%	279	47%	546	93%

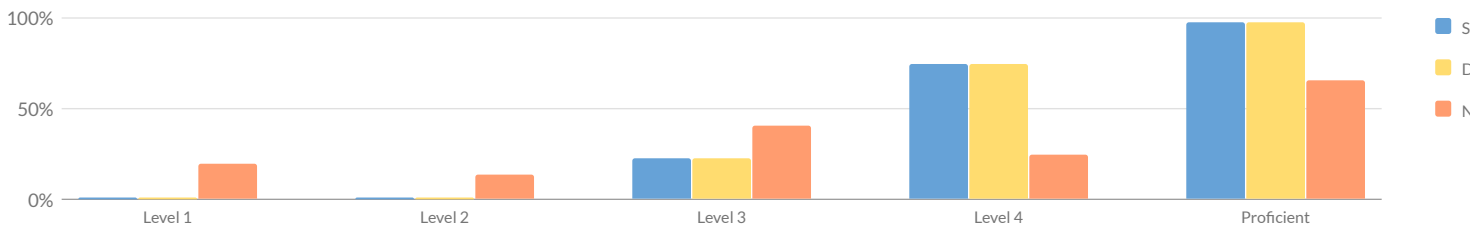
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	557	5	1%	5	1%	65	12%	162	29%	320	57%	547	98%
Female	273	3	1%	2	1%	33	12%	82	30%	153	56%	268	98%
Male	284	2	1%	3	1%	32	11%	80	28%	167	59%	279	98%
General Education Students	525	2	0%	3	1%	49	9%	156	30%	315	60%	520	99%
Students with Disabilities	32	3	9%	2	6%	16	50%	6	19%	5	16%	27	84%
Asian or Native Hawaiian/Other Pacific Islander	278	1	0%	0	0%	19	7%	65	23%	193	69%	277	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	2	9%	5	23%	9	41%	5	23%	19	86%
White	250	3	1%	3	1%	40	16%	86	34%	118	47%	244	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Economically Disadvantaged	89	3	3%	1	1%	18	20%	21	24%	46	52%	85	96%
Not Economically Disadvantaged	468	2	0%	4	1%	47	10%	141	30%	274	59%	462	99%
English Language Learner	8	0	0%	0	0%	3	38%	2	25%	3	38%	8	100%
Non-English Language Learner	549	5	1%	5	1%	62	11%	160	29%	317	58%	539	98%
Not in Foster Care	557	5	1%	5	1%	65	12%	162	29%	320	57%	547	98%
Not Homeless	557	5	1%	5	1%	65	12%	162	29%	320	57%	547	98%
Not Migrant	557	5	1%	5	1%	65	12%	162	29%	320	57%	547	98%
Parent Not in Armed Forces	557	5	1%	5	1%	65	12%	162	29%	320	57%	547	98%

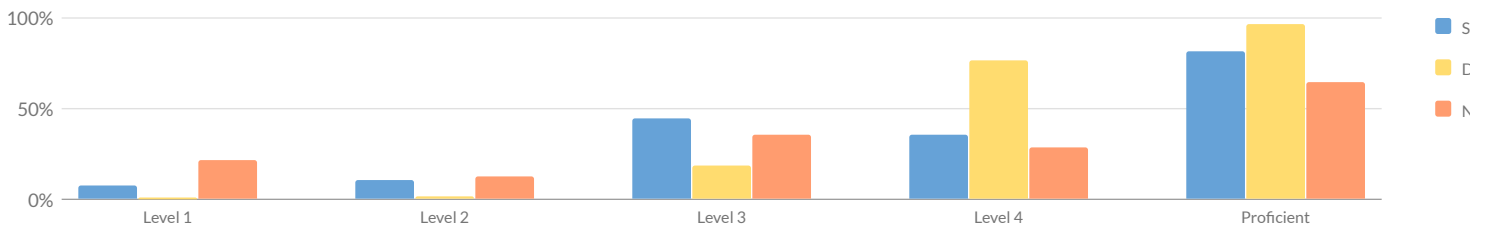
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	582	3	1%	6	1%	134	23%	439	75%	573	98%
Female	284	1	0%	1	0%	72	25%	210	74%	282	99%
Male	298	2	1%	5	2%	62	21%	229	77%	291	98%
General Education Students	528	1	0%	2	0%	101	19%	424	80%	525	99%
Students with Disabilities	54	2	4%	4	7%	33	61%	15	28%	48	89%
Asian or Native Hawaiian/Other Pacific Islander	261	1	0%	2	1%	39	15%	219	84%	258	99%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	0	0%	1	3%	14	48%	14	48%	28	97%
White	273	2	1%	2	1%	76	28%	193	71%	269	99%
Multiracial	17	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	19	0	0%	1	5%	5	26%	13	68%	18	95%
Economically Disadvantaged	81	0	0%	2	2%	28	35%	51	63%	79	98%
Not Economically Disadvantaged	501	3	1%	4	1%	106	21%	388	77%	494	99%
English Language Learner	10	0	0%	1	10%	5	50%	4	40%	9	90%
Non-English Language Learner	572	3	1%	5	1%	129	23%	435	76%	564	99%
Not in Foster Care	582	3	1%	6	1%	134	23%	439	75%	573	98%
Not Homeless	582	3	1%	6	1%	134	23%	439	75%	573	98%
Not Migrant	582	3	1%	6	1%	134	23%	439	75%	573	98%
Parent Not in Armed Forces	582	3	1%	6	1%	134	23%	439	75%	573	98%

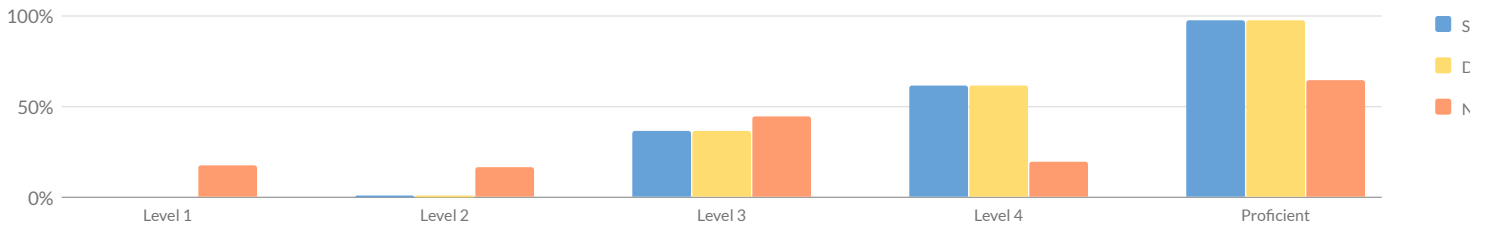
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	66	5	8%	7	11%	30	45%	24	36%	54	82%
Female	35	3	9%	3	9%	16	46%	13	37%	29	83%
Male	31	2	6%	4	13%	14	45%	11	35%	25	81%
General Education Students	43	1	2%	2	5%	19	44%	21	49%	40	93%
Students with Disabilities	23	4	17%	5	22%	11	48%	3	13%	14	61%
Asian or Native Hawaiian/Other Pacific Islander	41	0	0%	3	7%	17	41%	21	51%	38	93%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	20	3	15%	4	20%	10	50%	3	15%	13	65%
Small Group Total: Race & Ethnicity	5	2	40%	0	0%	3	60%	0	0%	3	60%
Economically Disadvantaged	25	3	12%	1	4%	8	32%	13	52%	21	84%
Not Economically Disadvantaged	41	2	5%	6	15%	22	54%	11	27%	33	80%
English Language Learner	14	1	7%	0	0%	5	36%	8	57%	13	93%
Non-English Language Learner	52	4	8%	7	13%	25	48%	16	31%	41	79%
Not in Foster Care	66	5	8%	7	11%	30	45%	24	36%	54	82%
Not Homeless	66	5	8%	7	11%	30	45%	24	36%	54	82%
Not Migrant	66	5	8%	7	11%	30	45%	24	36%	54	82%
Parent Not in Armed Forces	66	5	8%	7	11%	30	45%	24	36%	54	82%

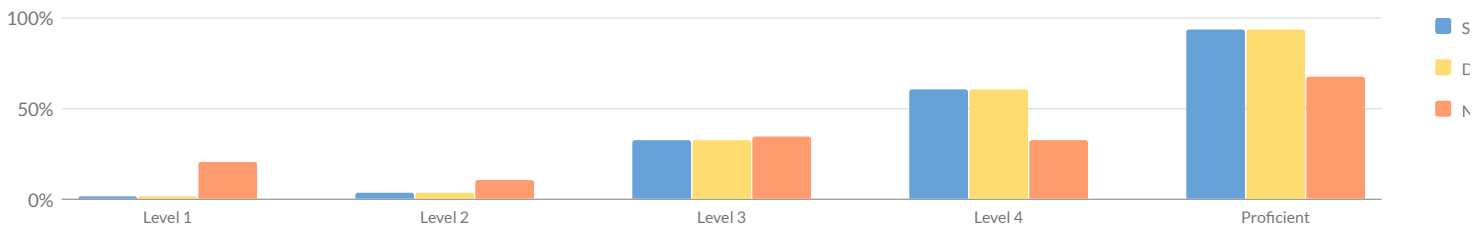
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	501	1	0%	7	1%	183	37%	310	62%	493	98%
Female	241	1	0%	4	2%	86	36%	150	62%	236	98%
Male	260	0	0%	3	1%	97	37%	160	62%	257	99%
General Education Students	488	1	0%	4	1%	176	36%	307	63%	483	99%
Students with Disabilities	13	0	0%	3	23%	7	54%	3	23%	10	77%
Asian or Native Hawaiian/Other Pacific Islander	278	1	0%	3	1%	90	32%	184	66%	274	99%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	0	0%	7	54%	6	46%	13	100%
White	204	0	0%	4	2%	86	42%	114	56%	200	98%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	6	100%	6	100%
Economically Disadvantaged	78	1	1%	2	3%	33	42%	42	54%	75	96%
Not Economically Disadvantaged	423	0	0%	5	1%	150	35%	268	63%	418	99%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	500	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	501	1	0%	7	1%	183	37%	310	62%	493	98%
Not Homeless	501	1	0%	7	1%	183	37%	310	62%	493	98%
Not Migrant	501	1	0%	7	1%	183	37%	310	62%	493	98%
Parent Not in Armed Forces	501	1	0%	7	1%	183	37%	310	62%	493	98%

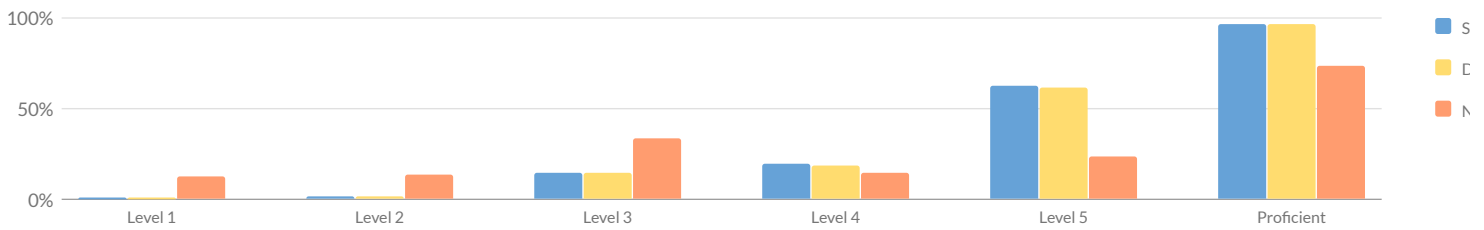
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

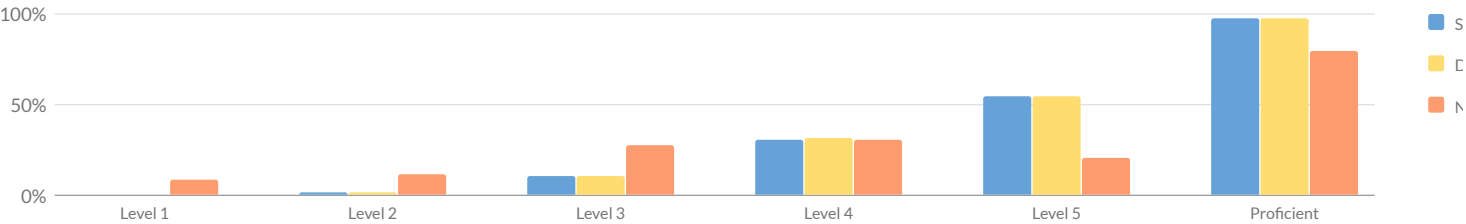
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	365	6	2%	15	4%	122	33%	222	61%	344	94%
Female	169	2	1%	8	5%	59	35%	100	59%	159	94%
Male	196	4	2%	7	4%	63	32%	122	62%	185	94%
General Education Students	356	6	2%	15	4%	117	33%	218	61%	335	94%
Students with Disabilities	9	0	0%	0	0%	5	56%	4	44%	9	100%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	172	3	2%	7	4%	45	26%	117	68%	162	94%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	1	6%	9	56%	6	38%	15	94%
White	170	2	1%	6	4%	65	38%	97	57%	162	95%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	3	43%	2	29%	5	71%
Economically Disadvantaged	46	0	0%	4	9%	7	15%	35	76%	42	91%
Not Economically Disadvantaged	319	6	2%	11	3%	115	36%	187	59%	302	95%
Non-English Language Learner	365	6	2%	15	4%	122	33%	222	61%	344	94%
Not in Foster Care	365	6	2%	15	4%	122	33%	222	61%	344	94%
Not Homeless	365	6	2%	15	4%	122	33%	222	61%	344	94%
Not Migrant	365	6	2%	15	4%	122	33%	222	61%	344	94%
Parent Not in Armed Forces	365	6	2%	15	4%	122	33%	222	61%	344	94%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	594	5	1%	12	2%	89	15%	116	20%	372	63%	577	97%
Female	291	3	1%	7	2%	53	18%	51	18%	177	61%	281	97%
Male	303	2	1%	5	2%	36	12%	65	21%	195	64%	296	98%
General Education Students	550	3	1%	7	1%	75	14%	101	18%	364	66%	540	98%
Students with Disabilities	44	2	5%	5	11%	14	32%	15	34%	8	18%	37	84%
Asian or Native Hawaiian/Other Pacific Islander	300	1	0%	4	1%	31	10%	51	17%	213	71%	295	98%
Black or African American	6	1	17%	1	17%	2	33%	1	17%	1	17%	4	67%
Hispanic or Latino	24	1	4%	2	8%	8	33%	5	21%	8	33%	21	88%
White	259	2	1%	5	2%	47	18%	57	22%	148	57%	252	97%
Multiracial	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Economically Disadvantaged	95	2	2%	4	4%	16	17%	24	25%	49	52%	89	94%
Not Economically Disadvantaged	499	3	1%	8	2%	73	15%	92	18%	323	65%	488	98%
English Language Learner	9	0	0%	3	33%	4	44%	1	11%	1	11%	6	67%
Non-English Language Learner	585	5	1%	9	2%	85	15%	115	20%	371	63%	571	98%
Not in Foster Care	594	5	1%	12	2%	89	15%	116	20%	372	63%	577	97%
Not Homeless	594	5	1%	12	2%	89	15%	116	20%	372	63%	577	97%
Not Migrant	594	5	1%	12	2%	89	15%	116	20%	372	63%	577	97%
Parent Not in Armed Forces	594	5	1%	12	2%	89	15%	116	20%	372	63%	577	97%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



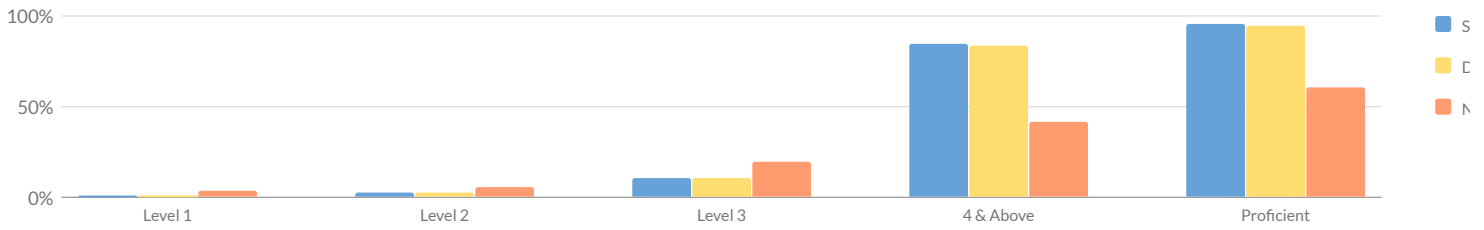
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	531	0	0%	13	2%	59	11%	167	31%	292	55%	518	98%
Female	249	0	0%	6	2%	26	10%	75	30%	142	57%	243	98%
Male	282	0	0%	7	2%	33	12%	92	33%	150	53%	275	98%
General Education Students	477	0	0%	5	1%	40	8%	149	31%	283	59%	472	99%
Students with Disabilities	54	0	0%	8	15%	19	35%	18	33%	9	17%	46	85%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	232	0	0%	4	2%	11	5%	51	22%	166	72%	228	98%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	35	0	0%	5	14%	6	17%	11	31%	13	37%	30	86%
White	256	0	0%	4	2%	40	16%	101	39%	111	43%	252	98%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	2	25%	4	50%	2	25%	8	100%
Economically Disadvantaged	78	0	0%	5	6%	7	9%	20	26%	46	59%	73	94%
Not Economically Disadvantaged	453	0	0%	8	2%	52	11%	147	32%	246	54%	445	98%
English Language Learner	11	0	0%	2	18%	0	0%	5	45%	4	36%	9	82%
Non-English Language Learner	520	0	0%	11	2%	59	11%	162	31%	288	55%	509	98%
Not in Foster Care	531	0	0%	13	2%	59	11%	167	31%	292	55%	518	98%
Not Homeless	531	0	0%	13	2%	59	11%	167	31%	292	55%	518	98%
Not Migrant	531	0	0%	13	2%	59	11%	167	31%	292	55%	518	98%
Parent Not in Armed Forces	531	0	0%	13	2%	59	11%	167	31%	292	55%	518	98%

TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	5	1%	548	99%	3	1%	15	3%	61	11%	469	85%	530	96%
Female	265	4	2%	261	98%	0	0%	5	2%	21	8%	235	89%	256	97%
Male	288	1	0%	287	100%	3	1%	10	3%	40	14%	234	81%	274	95%
General Education Students	488	3	1%	485	99%	0	0%	8	2%	43	9%	434	89%	477	98%
Students with Disabilities	65	2	3%	63	97%	3	5%	7	11%	18	28%	35	54%	53	82%
Asian or Native Hawaiian/Other Pacific Islander	219	0	0%	219	100%	0	0%	6	3%	20	9%	193	88%	213	97%
Black or African American	5	0	0%	5	100%	0	0%	1	20%	0	0%	4	80%	4	80%
Hispanic or Latino	31	1	3%	30	97%	1	3%	1	3%	6	19%	22	71%	28	90%
White	287	3	1%	284	99%	2	1%	7	2%	33	11%	242	84%	275	96%
Multiracial	11	1	9%	10	91%	0	0%	0	0%	2	18%	8	73%	10	91%
Economically Disadvantaged	83	3	4%	80	96%	0	0%	4	5%	19	23%	57	69%	76	92%
Not Economically Disadvantaged	470	2	0%	468	100%	3	1%	11	2%	42	9%	412	88%	454	97%
English Language Learner	6	0	0%	6	100%	0	0%	3	50%	1	17%	2	33%	3	50%
Non-English Language Learner	547	5	1%	542	99%	3	1%	12	2%	60	11%	467	85%	527	96%
Not in Foster Care	553	5	1%	548	99%	3	1%	15	3%	61	11%	469	85%	530	96%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	552	4	—	548	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	553	5	1%	548	99%	3	1%	15	3%	61	11%	469	85%	530	96%
Parent Not in Armed Forces	553	5	1%	548	99%	3	1%	15	3%	61	11%	469	85%	530	96%

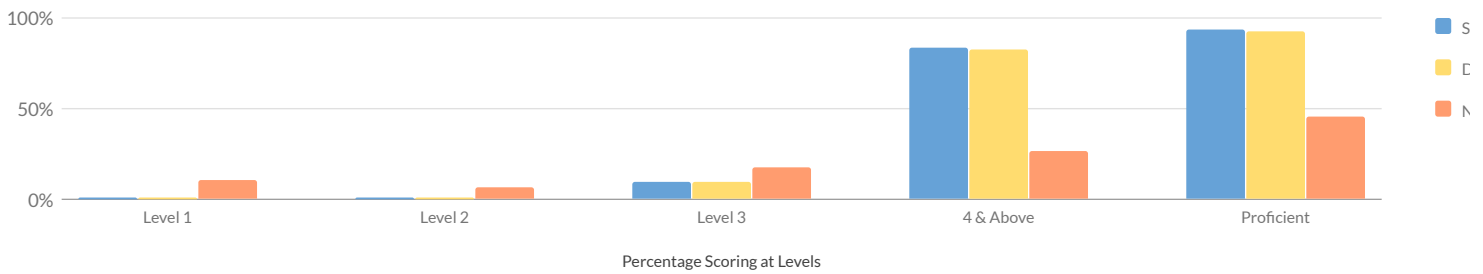
2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	6	1	17	5	83
Female	2	0	0	2	100
Male	4	1	25	3	75
General Education Students	6	1	17	5	83
Asian or Native Hawaiian/Other Pacific Islander	4	0	0	4	100
Hispanic or Latino	1	0	0	1	100
White	1	1	100	0	0
Economically Disadvantaged	3	0	0	3	100
Not Economically Disadvantaged	3	1	33	2	67
Non-English Language Learner	6	1	17	5	83
Not in Foster Care	6	1	17	5	83
Not Homeless	6	1	17	5	83
Not Migrant	6	1	17	5	83
Parent Not in Armed Forces	6	1	17	5	83

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	21	4%	532	96%	8	1%	3	1%	56	10%	465	84%	521	94%
Female	265	9	3%	256	97%	5	2%	1	0%	23	9%	227	86%	250	94%
Male	288	12	4%	276	96%	3	1%	2	1%	33	11%	238	83%	271	94%
General Education Students	488	11	2%	477	98%	1	0%	0	0%	34	7%	442	91%	476	98%
Students with Disabilities	65	10	15%	55	85%	7	11%	3	5%	22	34%	23	35%	45	69%
Asian or Native Hawaiian/Other Pacific Islander	219	2	1%	217	99%	1	0%	0	0%	14	6%	202	92%	216	99%
Black or African American	5	1	20%	4	80%	1	20%	0	0%	0	0%	3	60%	3	60%
Hispanic or Latino	31	3	10%	28	90%	2	6%	1	3%	5	16%	20	65%	25	81%
White	287	15	5%	272	95%	3	1%	2	1%	34	12%	233	81%	267	93%
Multiracial	11	0	0%	11	100%	1	9%	0	0%	3	27%	7	64%	10	91%
Economically Disadvantaged	83	8	10%	75	90%	3	4%	0	0%	19	23%	53	64%	72	87%
Not Economically Disadvantaged	470	13	3%	457	97%	5	1%	3	1%	37	8%	412	88%	449	96%
English Language Learner	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Non-English Language Learner	547	21	4%	526	96%	8	1%	3	1%	56	10%	459	84%	515	94%
Not in Foster Care	553	21	4%	532	96%	8	1%	3	1%	56	10%	465	84%	521	94%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	552	21	—	531	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	553	21	4%	532	96%	8	1%	3	1%	56	10%	465	84%	521	94%
Parent Not in Armed Forces	553	21	4%	532	96%	8	1%	3	1%	56	10%	465	84%	521	94%

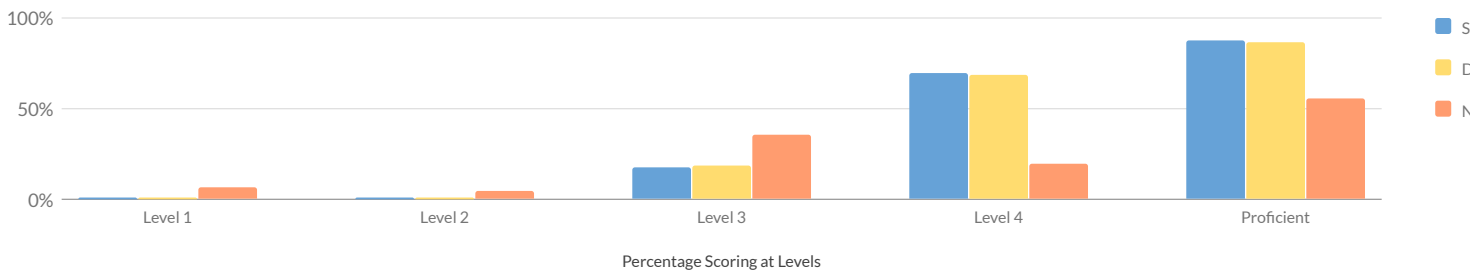
2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	540	19	4	521	96
Female	259	8	3	251	97
Male	281	11	4	270	96
General Education Students	479	10	2	469	98
Students with Disabilities	61	9	15	52	85
Asian or Native Hawaiian/Other Pacific Islander	212	2	1	210	99
Black or African American	5	1	20	4	80
Hispanic or Latino	30	3	10	27	90
White	283	13	5	270	95
Multiracial	10	0	0	10	100
Economically Disadvantaged	77	7	9	70	91
Not Economically Disadvantaged	463	12	3	451	97
English Language Learner	3	0	0	3	100
Non-English Language Learner	537	19	4	518	96
Not in Foster Care	540	19	4	521	96
Not Homeless	540	19	4	521	96
Not Migrant	540	19	4	521	96
Parent Not in Armed Forces	540	19	4	521	96

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	54	10%	499	90%	8	1%	6	1%	100	18%	385	70%	485	88%
Female	265	19	7%	246	93%	4	2%	5	2%	52	20%	185	70%	237	89%
Male	288	35	12%	253	88%	4	1%	1	0%	48	17%	200	69%	248	86%
General Education Students	488	20	4%	468	96%	6	1%	5	1%	84	17%	373	76%	457	94%
Students with Disabilities	65	34	52%	31	48%	2	3%	1	2%	16	25%	12	18%	28	43%
Asian or Native Hawaiian/Other Pacific Islander	219	11	5%	208	95%	4	2%	1	0%	35	16%	168	77%	203	93%
Black or African American	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Hispanic or Latino	31	9	29%	22	71%	1	3%	0	0%	4	13%	17	55%	21	68%
White	287	32	11%	255	89%	2	1%	5	2%	58	20%	190	66%	248	86%
Multiracial	11	1	9%	10	91%	1	9%	0	0%	2	18%	7	64%	9	82%
Economically Disadvantaged	83	16	19%	67	81%	5	6%	2	2%	16	19%	44	53%	60	72%
Not Economically Disadvantaged	470	38	8%	432	92%	3	1%	4	1%	84	18%	341	73%	425	90%
English Language Learner	6	2	33%	4	67%	1	17%	0	0%	2	33%	1	17%	3	50%
Non-English Language Learner	547	52	10%	495	90%	7	1%	6	1%	98	18%	384	70%	482	88%
Not in Foster Care	553	54	10%	499	90%	8	1%	6	1%	100	18%	385	70%	485	88%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	552	54	—	498	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	553	54	10%	499	90%	8	1%	6	1%	100	18%	385	70%	485	88%
Parent Not in Armed Forces	553	54	10%	499	90%	8	1%	6	1%	100	18%	385	70%	485	88%

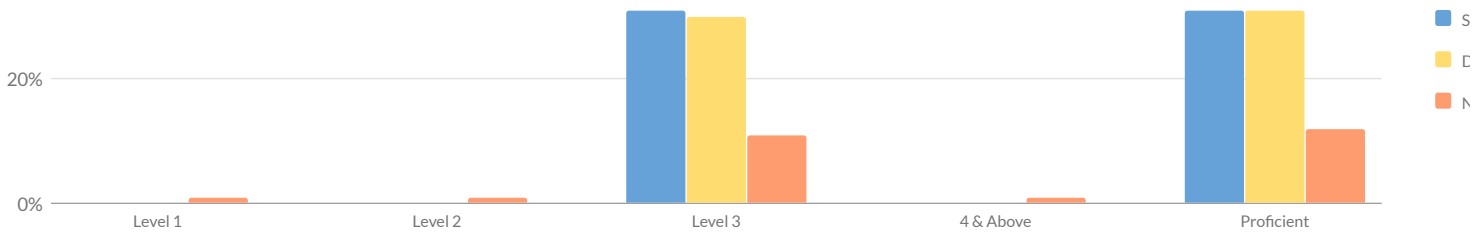
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	542	50	9	492	91
Female	260	19	7	241	93
Male	282	31	11	251	89
General Education Students	481	18	4	463	96
Students with Disabilities	61	32	52	29	48
Asian or Native Hawaiian/Other Pacific Islander	213	8	4	205	96
Black or African American	5	1	20	4	80
Hispanic or Latino	30	9	30	21	70
White	284	31	11	253	89
Multiracial	10	1	10	9	90
Economically Disadvantaged	77	14	18	63	82
Not Economically Disadvantaged	465	36	8	429	92
English Language Learner	3	1	33	2	67
Non-English Language Learner	539	49	9	490	91
Not in Foster Care	542	50	9	492	91
Not Homeless	542	50	9	492	91
Not Migrant	542	50	9	492	91
Parent Not in Armed Forces	542	50	9	492	91

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	380	69%	173	31%	0	0%	0	0%	171	31%	2	0%	173	31%
Female	265	182	69%	83	31%	0	0%	0	0%	82	31%	1	0%	83	31%
Male	288	198	69%	90	31%	0	0%	0	0%	89	31%	1	0%	90	31%
General Education Students	488	318	65%	170	35%	0	0%	0	0%	168	34%	2	0%	170	35%
Students with Disabilities	65	62	95%	3	5%	0	0%	0	0%	3	5%	0	0%	3	5%
Asian or Native Hawaiian/Other Pacific Islander	219	120	55%	99	45%	0	0%	0	0%	97	44%	2	1%	99	45%
Black or African American	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Hispanic or Latino	31	23	74%	8	26%	0	0%	0	0%	8	26%	0	0%	8	26%
White	287	223	78%	64	22%	0	0%	0	0%	64	22%	0	0%	64	22%
Multiracial	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Economically Disadvantaged	83	62	75%	21	25%	0	0%	0	0%	20	24%	1	1%	21	25%
Not Economically Disadvantaged	470	318	68%	152	32%	0	0%	0	0%	151	32%	1	0%	152	32%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	547	374	68%	173	32%	0	0%	0	0%	171	31%	2	0%	173	32%
Not in Foster Care	553	380	69%	173	31%	0	0%	0	0%	171	31%	2	0%	173	31%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	552	379	—	173	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	553	380	69%	173	31%	0	0%	0	0%	171	31%	2	0%	173	31%
Parent Not in Armed Forces	553	380	69%	173	31%	0	0%	0	0%	171	31%	2	0%	173	31%

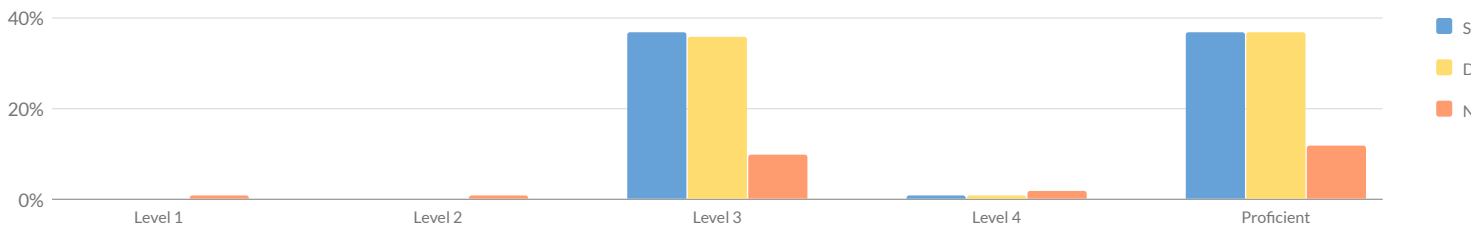
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	540	369	68	171	32
Female	258	176	68	82	32
Male	282	193	68	89	32
General Education Students	479	311	65	168	35
Students with Disabilities	61	58	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	212	115	54	97	46
Black or African American	5	4	80	1	20
Hispanic or Latino	29	21	72	8	28
White	284	220	77	64	23
Multiracial	10	9	90	1	10
Economically Disadvantaged	75	55	73	20	27
Not Economically Disadvantaged	465	314	68	151	32
English Language Learner	3	3	100	0	0
Non-English Language Learner	537	366	68	171	32
Not in Foster Care	540	369	68	171	32
Not Homeless	540	369	68	171	32
Not Migrant	540	369	68	171	32
Parent Not in Armed Forces	540	369	68	171	32

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	346	63%	207	37%	0	0%	0	0%	203	37%	4	1%	207	37%
Female	265	170	64%	95	36%	0	0%	0	0%	94	35%	1	0%	95	36%
Male	288	176	61%	112	39%	0	0%	0	0%	109	38%	3	1%	112	39%
General Education Students	488	285	58%	203	42%	0	0%	0	0%	199	41%	4	1%	203	42%
Students with Disabilities	65	61	94%	4	6%	0	0%	0	0%	4	6%	0	0%	4	6%
Asian or Native Hawaiian/Other Pacific Islander	219	115	53%	104	47%	0	0%	0	0%	100	46%	4	2%	104	47%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	21	68%	10	32%	0	0%	0	0%	10	32%	0	0%	10	32%
White	287	196	68%	91	32%	0	0%	0	0%	91	32%	0	0%	91	32%
Multiracial	11	9	82%	2	18%	0	0%	0	0%	2	18%	0	0%	2	18%
Economically Disadvantaged	83	58	70%	25	30%	0	0%	0	0%	23	28%	2	2%	25	30%
Not Economically Disadvantaged	470	288	61%	182	39%	0	0%	0	0%	180	38%	2	0%	182	39%
English Language Learner	6	4	67%	2	33%	0	0%	0	0%	0	0%	2	33%	2	33%
Non-English Language Learner	547	342	63%	205	37%	0	0%	0	0%	203	37%	2	0%	205	37%
Not in Foster Care	553	346	63%	207	37%	0	0%	0	0%	203	37%	4	1%	207	37%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	552	345	—	207	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	553	346	63%	207	37%	0	0%	0	0%	203	37%	4	1%	207	37%
Parent Not in Armed Forces	553	346	63%	207	37%	0	0%	0	0%	203	37%	4	1%	207	37%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	542	339	63	203	37
Female	259	165	64	94	36
Male	283	174	61	109	39
General Education Students	482	282	59	200	41
Students with Disabilities	60	57	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	215	115	53	100	47
Black or African American	5	5	100	0	0
Hispanic or Latino	30	20	67	10	33
White	282	191	68	91	32
Multiracial	10	8	80	2	20
Economically Disadvantaged	77	54	70	23	30
Not Economically Disadvantaged	465	285	61	180	39
English Language Learner	4	4	100	0	0
Non-English Language Learner	538	335	62	203	38
Not in Foster Care	542	339	63	203	37
Not Homeless	542	339	63	203	37
Not Migrant	542	339	63	203	37
Parent Not in Armed Forces	542	339	63	203	37

See report card Glossary and Guide for criteria used to include students in this table.

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	12	0	0%	12	100%	0	0%	1	8%	1	8%	8	67%	2	17%
Grade 10	11	0	0%	11	100%	0	0%	1	9%	3	27%	4	36%	3	27%
Grade 11	9	0	0%	9	100%	0	0%	0	0%	2	22%	1	11%	6	67%
Grade 12	7	0	0%	7	100%	0	0%	0	0%	0	0%	3	43%	4	57%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	231	23	10%	1	0	0%
THIS DISTRICT	677	64	9%	10	3	30%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

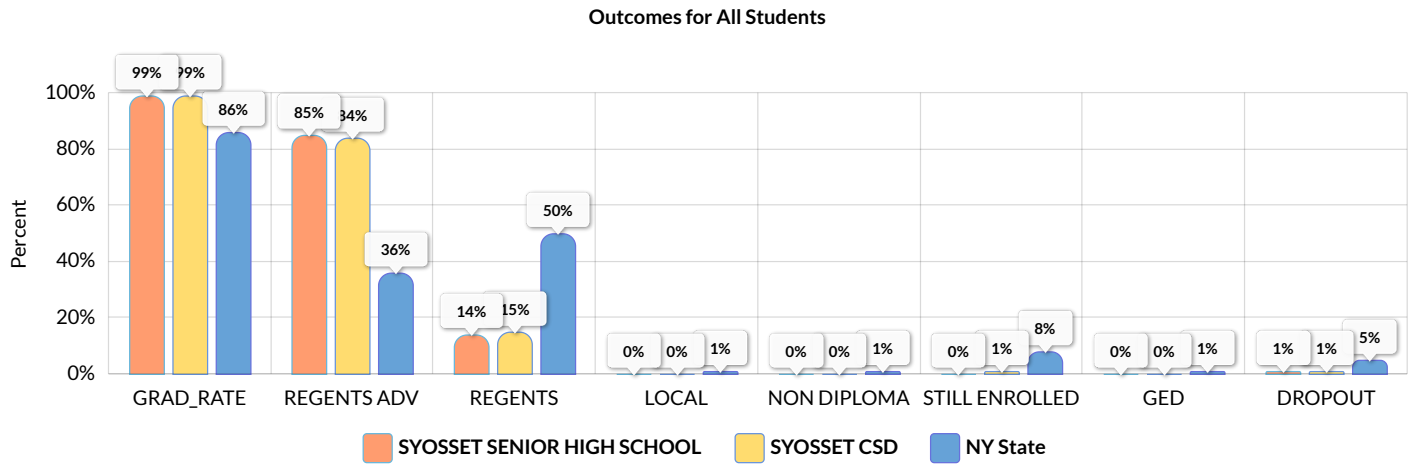
	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	222	0	0%
THIS DISTRICT	643	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	553	549	99%	471	85%	78	14%	0	0%	0	0%	1	0%	0	0%	3	1%
Female	265	262	99%	230	87%	32	12%	0	0%	0	0%	0	0%	0	0%	3	1%
Male	288	287	100%	241	84%	46	16%	0	0%	0	0%	1	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	488	485	99%	446	91%	39	8%	0	0%	0	0%	1	0%	0	0%	2	0%
Students with Disabilities	65	64	98%	25	38%	39	60%	0	0%	0	0%	0	0%	0	0%	1	2%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	219	218	100%	197	90%	21	10%	0	0%	0	0%	1	0%	0	0%	0	0%
Black or African American	5	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	31	30	97%	20	65%	10	32%	0	0%	0	0%	0	0%	0	0%	1	3%
White	287	286	100%	243	85%	43	15%	0	0%	0	0%	0	0%	0	0%	1	0%
Multiracial	11	10	91%	8	73%	2	18%	0	0%	0	0%	0	0%	0	0%	1	9%
Economically Disadvantaged	83	79	95%	54	65%	25	30%	0	0%	0	0%	1	1%	0	0%	3	4%
Not Economically Disadvantaged	470	470	100%	417	89%	53	11%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	6	6	100%	3	50%	3	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	547	543	99%	468	86%	75	14%	0	0%	0	0%	1	0%	0	0%	3	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	553	549	99%	471	85%	78	14%	0	0%	0	0%	1	0%	0	0%	3	1%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	552	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	553	549	99%	471	85%	78	14%	0	0%	0	0%	1	0%	0	0%	3	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	553	549	99%	471	85%	78	14%	0	0%	0	0%	1	0%	0	0%	3	1%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:25 PM EST

SYOSSET SENIOR HIGH SCHOOL GRADUATION PATHWAYS DATA 2023

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	549	426	78%	1	0%	27	5%	9	2%	0	0%	86	16%	0	0%	0	0%	0	0%
Female	262	208	79%	0	0%	19	7%	1	0%	0	0%	34	13%	0	0%	0	0%	0	0%
Male	287	218	76%	1	0%	8	3%	8	3%	0	0%	52	18%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	485	378	78%	1	0%	23	5%	4	1%	0	0%	79	16%	0	0%	0	0%	0	0%
Students with Disabilities	64	48	75%	0	0%	4	6%	5	8%	0	0%	7	11%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	218	166	76%	1	0%	8	4%	2	1%	0	0%	41	19%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	30	25	83%	0	0%	2	7%	0	0%	0	0%	3	10%	0	0%	0	0%	0	0%
White	286	224	78%	0	0%	16	6%	6	2%	0	0%	40	14%	0	0%	0	0%	0	0%
Multiracial	10	6	60%	0	0%	1	10%	1	10%	0	0%	2	20%	0	0%	0	0%	0	0%
Economically Disadvantaged	79	68	86%	0	0%	4	5%	2	3%	0	0%	5	6%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	470	358	76%	1	0%	23	5%	7	1%	0	0%	81	17%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	6	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	543	421	78%	0	0%	27	5%	9	2%	0	0%	86	16%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	549	426	78%	1	0%	27	5%	9	2%	0	0%	86	16%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	549	426	78%	1	0%	27	5%	9	2%	0	0%	86	16%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	549	426	78%	1	0%	27	5%	9	2%	0	0%	86	16%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	549	426	78%	1	0%	27	5%	9	2%	0	0%	86	16%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:27 PM EST

**Section 12: School Report Card
Glossary and Business Rules**

NEW YORK STATE
2022-23 REPORT CARD GLOSSARY & GUIDE

Last updated: February 2024 for Group 3 Release



Contents

Accountability Data.....	1
2023-24 Accountability Statuses Using 2022-23 Data.....	1
District Statuses	1
School Statuses	1
Elementary/Middle School Level	2
Secondary School Level.....	2
Made Progress	2
NYS District and School Accountability Statuses	2
Section 1003 School Improvement Funds	2
Elementary/Middle-Level (EM) Accountability Indicators	3
EM Core Subject Performance.....	3
EM Weighted Average Performance	3
EM English Language Proficiency (ELP).....	4
EM Chronic Absenteeism.....	4
EM Participation Rates.....	4
NYSESLAT Used for Participation	5
Secondary-Level (HS) Accountability Indicators	5
HS Core Subject Performance.....	5
HS Weighted Average Performance	6
HS Graduation Rate.....	6
HS English Language Proficiency (ELP).....	7
HS Chronic Absenteeism	7
HS Participation Rates.....	7
Assessment Data.....	9
Elementary- and Intermediate-Level English Language Arts, Mathematics, Science	9
Grades 3-8 English Language Arts (ELA)	9
Grades 3-8 Mathematics.....	10
Grade 8 Science.....	11
Annual Regents Examinations	11
Total Cohort Regents Examinations.....	12
New York State English as a Second Language Achievement Test (NYSESLAT)	13
New York State Alternate Assessment (NYSAA)	14

National Assessment of Academic Progress (NAEP).....	14
School, Staff, and Graduation Rate Data	15
Staff Qualifications.....	15
Inexperienced Teachers and Principals	15
Teachers Teaching Out of Their Subject or Field of Certification	15
Accountability Suppression Rules	16
Assessment Suppression Rules	16
Subgroup Definitions	16

Accountability Data

For more information about the accountability data and statuses, see “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-2024 Accountability Statuses Based on 2022-23 Results” at <http://www.nysed.gov/accountability/essa-accountability-designations>.

2023-24 Accountability Statuses Using 2022-23 Data

District Statuses

Local Support and Improvement (formerly Good Standing): Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), and have not been identified for the low performance of an accountability group.

Target District: Districts that have at least one school identified for CSI, TSI, ATSI, or a district identified for low performance based on district level results.

School Statuses

Local Support and Improvement (formerly Good Standing): Schools that have not been identified for the low performance of an accountability group.

Targeted Support and Improvement (TSI): Schools identified for TSI are based upon the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black, or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. Schools are identified for TSI when any accountability subgroup meets the criteria for identification for two consecutive years.

Additional Targeted Support and Improvement (ATSI): Per the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) in the 2018–2019 school year who remained identified for the same subgroup(s) for which the school was identified based on the 2021–2022 school year results and which were not newly identified for Comprehensive Support and Improvement (CSI) are identified for ATSI. These schools were previously in Priority or Focus school status under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and had a history of low performance requiring them to be identified for ATSI. Additionally, schools that were identified for TSI in the 2021–2022 school year that remain identified for TSI based on the 2021–2022 school year results were identified for ATSI for the 2022–2023 school year. No new ATSI schools were identified based on 2022–2023 school year results.

Comprehensive Support and Improvement (CSI): Per ESSA, CSI Schools are required to be identified once in 3 years. NYSED identified CSI Schools based on 2021–2022 school year results. No new CSI Schools were identified based on 2022–2023 school year results.

Schools for which the All Students group is in the bottom 5% of all schools statewide, or high schools for which the All Students group 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or above. Schools are also identified for CSI if the All Students group meets one of the scenarios below.

Elementary/Middle School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None*, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Both NOT Level 3 or 4**	
5	Level 3	Level 1	Both NOT Level 3 or 4**	
6	Level 1	Level 3	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

**The Weighted and Core conditions in scenarios 2-6 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Secondary School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None*, 1-4)	
2	Level 2	Level 1	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Level 1	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both NOT Level 3 or 4**	
5	Level 1	Level 1	Level 2	Both NOT Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both NOT Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

**The Weighted and Core conditions in scenarios 2-7 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Made Progress

Target Districts and schools identified for CSI, ATSI, or TSI are required to make annual progress. A school identified for CSI, ATSI, or TSI that meets exit criteria using 2022–2023 school year results and does not meet identification criteria for CSI, ATSI, or TSI is eligible for removal. The school is deemed to have made progress and exited the accountability status support model. The requirement to make progress for two consecutive years is waived for 2023–2024 school year determinations. For a Target District to make progress and be removed from an accountability status support model, all schools identified for CSI, ATSI, and TSI within the district must be removed from the respective accountability status support model.

NYS District and School Accountability Statuses

This link on the NYS Report Card provides access to an Excel Workbook that includes a count and list of all NYS public school districts, public schools, and charter schools by status, as well as subgroup statuses for these entities.

Section 1003 School Improvement Funds

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003

improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

Elementary/Middle-Level (EM) Accountability Indicators

EM Core Subject Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics in the current reporting year.

The **Cohort** is the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment.

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort}]$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM Weighted Average Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics in the current reporting year.

The **Cohort** used to calculate outcomes for this indicator is the greater of 1) the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment or 2) 95% of continuously enrolled students with or without a valid test score.

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort}]$

A weighted average is calculated using subject results to derive the **Combined Index**. Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3

Greater than 75%	4
------------------	---

Districts are ranked separately from lowest to highest **Index Levels** are assigned using the same methodology as that used for schools.

EM English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."

An ELP "**Level**" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

EM Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

EM Participation Rates

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Current Year Enrollment is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents examination in mathematics).

Current Year Participation Rate is the number of students in the Current Year Enrollment with valid test scores divided by the Current Year Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95. A red ✗ is shown if the Current Year Participation Rate is less than 95.

To be considered tested, students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents examination in mathematics exam taken in the 6th, 7th, or 8th grade if taken in lieu of the NYSTP.

NYSESLAT Used for Participation

Number Taking NYSESLAT is the number of students reported as English Language Learners, having been in U.S. schools for less than 12 months, having a valid score on the NYSESLAT associated with their grade level, and having NO valid score on a NYSTP in ELA in their grade level. These students are counted as tested when participation rates for EM ELA are determined.

Secondary-Level (HS) Accountability Indicators

HS Core Subject Performance

The performance of students on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2019-20 school year or, if ungraded, turned 17 in the 2019-20 school year with a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA).

An **Index** is calculated for each subject using the following formula:

$100 * [(\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})] \div \text{number of tested students in the Cohort}$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI})] \div 8$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Weighted Average Performance

The performance of students in the HS accountability cohort on approved secondary-level examinations in ELA, mathematics, and science in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2019-20 school year or, if ungraded, turned 17, in the 2019-20 school year, excluding students for whom the only assessment record for that subject was an exemption for a June 2020 Regents or 2019-20 approved Regents alternative or NYSAA.

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of tested students in the Cohort}]$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI})] \div 8$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the **Number in Cohort**.

The number of students in the cohort with a local or Regents diploma are the **Number Graduated**.

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the **Grad Rates**.

Graduation Rates for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**Average Grad Rate**). Schools are then ranked from lowest to highest **Average Grad Rate**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Average Grad Rate**. **Levels** are assigned using the same methodology as that used for schools.

HS English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **Benchmark** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **Progress Rate**.

The Progress Rate is divided by the Benchmark to determine a **Success Ratio**.

An ELP **Level** is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

HS Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

HS Participation Rates

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Current Year 12th Grade Enrollment is the number of students enrolled in 12th grade during the current year, excluding grade 12 students whose only assessment in the subject was an exemption on a June 2020 Regents exam or a 2019-20 approved Regents alternative or NYSAA.

Current Year Participation Rate is the number of students in the Current Year 12th Grade Enrollment with valid test scores divided by the Current Year 12th Grade Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95%. A red ✗ is shown if the Current Year Participation Rate is less than 95%.

To be considered tested, students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics.

Assessment Data

COVID Impact: Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 assessment results with results from prior years.

Elementary- and Intermediate-Level English Language Arts, Mathematics, Science

Advanced Grades 6-8 Students: For 2021-22 through 2024-2025, USDE granted NYSED a [waiver](#) to permit (a) students enrolled in grade 7 or 8 to take a Regents examination in science in lieu of the Intermediate-Level Science test, and (b) students enrolled in grades 6 and 7 to take a Regents examination in math in lieu of the Grades 6 and 7 New York State Testing Program (NYSTP) tests in math. Per the New York State ESSA Plan, students enrolled in grade 8 may take a Regents examination in math in lieu of the Grade 8 NYSTP.

Bar Charts and Tables: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district. The summary bar charts for math and science include the combined results of students taking a Regents examination in lieu of a NYSTP/Intermediate Science test, as well as results of the Grade 8 Regents taken in lieu. The summary tables provide additional detail on the by-grade Regents examination results.

Grades 3-8 English Language Arts (ELA)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in ELA

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP in ELA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above) on the NYSTP in ELA

Grades 3-8: Combined results for students in grades 3-8

Grade-Specific Results

Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 3-8 Mathematics

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the NYSTP in Math

Tested (# and %): Number and percent of students in the grade with a valid test score on the NYSTP or Regents examination in Math

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 6: Data for students in grade 6 who took a Regents math examination in lieu of the Grade 6 NYSTP

Combined 6: Combination of data for students in grade 6 who took the Grade 6 NYSTP assessment or a Regents math examination in lieu of the Grade 6 NYSTP

Regents 7: Data for students in grade 7 who took a Regents math examination in lieu of the Grade 7 NYSTP

Combined 7: Combination of data for students in grade 7 who took the Grade 7 NYSTP assessment or a Regents math examination in lieu of the Grade 7 NYSTP

Regents 8: Data for students in grade 8 who took a Regents math examination in lieu of the Grade 8 NYSTP

Combined 8: Combination of data for students in grade 8 who took the Grade 8 NYSTP assessment or a Regents math examination in lieu of the Grade 8 NYSTP

Grades 3-8: Combined results for students in grades 3-8, including Regents examinations taken in lieu of the NYSTP

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the NYSTP only but disaggregated by demographic **Subgroups**.

Grade 8 Science

Summary Results

Total (#): Number of students in the grade

Not Tested (# and %): Number and percent of students in the grade with no valid test score on the Intermediate-Level Science Test

Tested (# and %): Number and percent of students in the grade with a valid test score on the Intermediate-Level Science Test or Regents science examination

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of tested students in the grade scoring at Level 1, Level 2, Level 3, or Level 4

Proficient (Levels 3 & 4) (# and %): Number and percent of tested students in the grade proficient (scoring Level 3 or above)

Regents 8: Data for students in grade 8 who took a Regents science examination in lieu of the Intermediate-Level Science Test

Combined 8: Combination of data for students in grade 8 who took the Intermediate-Level Science Test or a Regents science examination in grade 8 in lieu of the Intermediate-Level Science Test

Grade-Specific Results

Data in the grade tables are the same as those in the summary table for the Grade 8 Intermediate science exam only but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

Annual Regents examination results are those taken by students in August, January, and June of the reporting year, regardless of grade.

All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework). The first administration of the Regents U.S. History and Government (Framework) examination was June 2023.

Due to the impacts of COVID-19, it may not be appropriate to compare 2022-23 Annual Regents examination results with results from prior years.

If multiple administrations of the same Regents examination title are taken by a student in the same reporting year, the exam on which the student earned the highest performance level is reported. If the

same performance level was earned on the same exam, the exam on which the student earned the highest score is reported.

Bar Charts: In the bar charts, school data are compared to the school's district and statewide results. District and charter school data are compared to statewide results. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Tested (#): Number of students, regardless of grade, with a valid test score on the Regents examination

Level 1, Level 2, Level 3, Level 4, Level 5 (# and %): Number and percent of tested students scoring at Level 1, Level 2, Level 3, Level 4, or Level 5

Proficient (Levels 3 & Above) (# and %): Number and percent of tested students proficient (scoring Level 3 or above) on the Regents examination

Annual Regents Exemptions in U.S. History & Government (Framework)

In 2022-23, exemptions could only be reported for the August and January administrations of the U.S. History & Government (Framework) Regents examination. Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see the [Student Information Repository System \(SIRS\) Manual Version 18.11](#) pp. 155-156 and the [Frequently Asked Questions](#) NYSED Resource.

Total Exempt: Students reported as “exempt” from taking a specific Regents examination during the reporting year

Exempt, Not Tested (# and %): Number and percent of exempt students who had no valid score on the Regents examination

Exempt, Tested (# and %): Number and percent of exempt students who also had a valid score on the Regents examination

Total Cohort Regents Examinations

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, August 2021, and January 2022 Regents examinations were canceled. Only Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered in June 2021. Regents Examinations in U.S. History & Government were canceled June 2022 through January 2023. The first administration of the U.S. History & Government (Framework) examination was in June 2023. Caution should be used when comparing 2019 cohort results on Regents examinations with those of cohorts from prior years.

Cohort: Number of students who first entered grade 9 (anywhere) in the 2019-20 reporting year (July 1, 2019 – June 30, 2020) or, if ungraded, reached the age of 17 in the 2019-20 reporting year. Data for cohorts are reported as of June 30th four years after the student first entered grade 9 (or, for ungraded students, turned 17).

Not Tested (# and %): Number and percent of students in the cohort with no valid test score on a Regents examination in the subject

Tested (# and %): Number and percent of students in the cohort with a valid test score on a Regents examination or [NYSED-approved Regents alternative](#) in the subject

Level 1, Level 2, Level 3, Level 4 & Above (# and %): Number and percent of students in the cohort scoring at Level 1, Level 2, Level 3, or Level 4 & Above. Students in the cohort who passed an approved Regents alternative are included in the counts and percents at Level 3.

Proficient (Levels 3 & Above) (# and %): Number and percent of students in the cohort proficient (scoring Level 3 or above) on a Regents examination or NYSED-approved Regents alternative in the subject

Total Cohort Exemptions

Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see “exemption”-specific resources at [Coronavirus \(COVID-19\) Guidance for P-12 Schools](#).

Total Exempt: Students in the cohort reported as “exempt” from taking any Regents examination or NYSED-approved Regents examination alternative in a subject from the year in which they entered the cohort until June 30th four years after entering the cohort.

Exempt, Not Tested: Total Exempt students with no valid score on any Regents examination or alternative in a subject.

Exempt, Tested: Total Exempt students with a valid score on any Regents examination or alternative in a subject.

New York State English as a Second Language Achievement Test (NYSESLAT)

The NYSESLAT is used to evaluate the English Language proficiency of English Language Learner (ELL) students enrolled in grades K-12.

Total (#): Students reported as an ELL

Not Tested (# and %): Number and percent of ELLs by grade (K-12) with no valid test score on the NYSESLAT

Tested (# and %): Number and percent of ELLs by grade (K-12) with a valid test score on the NYSESLAT

Entering, Emerging, Transitioning, Expanding, and Commanding (Proficient) (# and %): Number and percent of ELLs by grade (K-12) scoring at each of the five performance levels on the NYSESLAT

New York State Alternate Assessment (NYSAA)

The NYSAA is used to evaluate the performance of students with severe cognitive disabilities.

Total (#): Students reported as NYSAA eligible, as ungraded, and as having a disability

Not Tested (# and %): Number and percent of Total by grade and subject with no valid test score on the NYSAA

Tested (# and %): Number and percent of Total by grade and subject with a valid test score on the NYSAA

Level 1, Level 2, Level 3, Level 4 (# and %): Number and percent of Tested scoring at Level 1, Level 2, Level 3, or Level 4 on the NYSAA

Proficient (Levels 3 & 4) (# and %): Number and percent of Total proficient (scoring Level 3 & 4) on the NYSAA

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is typically administered every other year to a representative sample of students across the country. The most recent administration of NAEP was in 2022. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic," "Basic," "Proficient," and "Advanced." NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

School, Staff, and Graduation Rate Data

Staff Qualifications

If a school or district did not report complete data, a statement will reflect such within the report card.

High-Poverty Schools: Schools in the 4th quartile based on the percentage of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on the percentage of economically disadvantaged students.

Inexperienced Teachers and Principals

Total Teachers and Principals: Counts are as reported by schools and districts in the Student Information Repository System (SIRS). To be counted as a Teacher, the person must be reported in SIRS as the teacher of at least one course. To be counted as a Principal, the person must be reported in SIRS as a Principal.

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal.

Teachers Teaching Out of Their Subject or Field of Certification

Total Teachers: Beginning in 2020-21, counts are as reported in SIRS. For prior years, counts were as reported in the Teacher Access and Authorization (TAA) system. Caution should be used when comparing results across years.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications.

Accountability Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more student results. The only exceptions are:

- 1) A Core Subject Performance outcome will be determined when a Weighted Average Performance Level has been assigned to a subgroup, there are at least 15 student results in the denominator for calculating the Core Subject Performance outcome, and the number of students in the denominator used to determine the Core Subject Performance Index is at least 50% of the number of student results used to determine the Weighted Average Performance Index.
- 2) A graduation rate will be computed for a cohort subgroup when a HS Core Subject Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

Assessment Suppression Rules

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When a subgroup has fewer than five students (e.g., Hispanic), counts and percentages are suppressed for that group and the next smallest group. For assessment data, the number of students tested is the litmus for suppression. Suppressed data are indicated with a dash. If a subgroup is part of a binary grouping (such as ELL and Not ELL), and one subgroup has less than five students, both subgroups will be suppressed.

Subgroup Definitions

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

Female: Student reported to the Department as female, as identified by the student.

Male: Student reported to the Department as male, as identified by the student.

Non-Binary: Student reported to the Department as nonbinary, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Small Group Total: Gender: Sum of the data for suppressed gender fields, if applicable.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the

Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Race & Ethnicity: Sum of the data for suppressed race and ethnicity fields, if applicable.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Language Learner: Students not identified as English Language Learners.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless

under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students. Prekindergarten counts are shown in the enrollment by Grade section.
- When the Total Students count equals the count in the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category, the data are suppressed. Additionally, when the count of students in either the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category is less than 5, the data are suppressed.

GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

Grade

Instructional level for the student as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. All general education students must be assigned to a grade. Students with disabilities may be determined by the Committee on Special Education (CSE) to be either graded or ungraded. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disability; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Graduation Rate Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2022-23, that was August 18, 2023.
- The deadline for August graduates was October 20, 2023.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2019 Total Cohort Graduation Rate data includes:

- 2019 Total Cohort, 4-Year August
- 2019 Total Cohort, 4-Year June
- 2018 Total Cohort, 5-Year June and August
- 2017 Total Cohort, 6-Year June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2019 total cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year (July 1, 2019 – June 30, 2020), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.

- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, N/RC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students.

- When the enrollment in Non-Additive subgroups (e.g., ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic or gender subgroup is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five (5).

Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
 - Local Diploma (068, 069, 070, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
 - IEP Diploma (085) (prior to July 1, 2013 only)
 - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
 - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

Gender

Gender of the student being reported, as identified by the student. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes.

GED (HSE) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) or a High School Equivalency Program (HSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP/HSEP, but no enrollment record for that program is reported prior to the end of the same school year.

Economically Disadvantaged

Students are designated as Economically Disadvantaged if they were reported with a 0198 (Poverty – from low income family) program service code in SIRS at any point during the reporting year.

English Language Learners (ELL)

Students are designated ELLs if they were reported with a 0231 (ELL Eligible) program service code in SIRS at any point during the reporting school year.

Homeless

Students are designated Homeless if they were reported with an 8262 (Homeless Student Status) program service code in SIRS at any point during the reporting school year.

In Foster Care

Students are designated In Foster Care if they were reported with an 8300 (Child in Foster Care) program service code in SIRS at any point during the reporting school year.

Migrant

Students are designated Migrant if they were reported with a 0330 (Title I - Part C: Education of Migratory Children) program service code in SIRS at any point during the reporting school year.

Parent in Armed Forces

Students are designated as Parent in Armed Forces if they were reported with an 8292 (Student with a Parent on Active Duty in the Armed Forces) program service code in SIRS at any point during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported with any of Type of Disability program service code in SIRS at any point during the reporting school year.

GLOSSARY OF TERMS - GRADUATION RATE DATA

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Dropouts

Students whose last enrollment record indicated they dropped out of school.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

GED (HSE) Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.

- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Regents Diploma

Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:28 PM EST

Graduation Pathways Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2022-23, that was August 18, 2023.
- The deadline for August graduates was October 20, 2023.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2019 Total Cohort Graduation Rate data includes:

- 2019 Total Cohort, 4-Year June
- 2019 Total Cohort, 4-Year August
- 2018 Total Cohort, June and August
- 2017 Total Cohort, June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2019 total cohort Graduation Pathways consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year (July 1, 2019 – June 30, 2020), regardless of their current grade level.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.

- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, N/RC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students. To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students.

- When the enrollment in Non-Additive subgroups (e.g., ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic subgroup (e.g., Hispanic, gender) is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five (5).

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program;

- 0071 – Graduated and completed Extended Int HS Program Simultaneously;
- And one of the following credential codes in SIRS:
 - Local Diploma (068, 069, 070, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

GED (HSE) Students

HSE are not considered graduates and are therefore not included in Pathways reporting.

Economically Disadvantaged

Students are designated as Economically Disadvantaged if they were reported with a 0198 (Poverty – from low income family) program service code in SIRS at any point during the reporting year.

English Language Learners (ELL)

Students are designated ELLs if they were reported with a 0231 (ELL Eligible) program service code in SIRS at any point during the reporting school year.

Gender

Gender of the student being reported, as identified by the student. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes.

Homeless

Students are designated Homeless if they were reported with an 8262 (Homeless Student Status) program service code in SIRS at any point during the reporting school year.

In Foster Care

Students are designated In Foster Care if they were reported with an 8300 (Child in Foster Care) program service code in SIRS at any point during the reporting school year.

Migrant

Students are designated Migrant if they were reported with a 0330 (Title I - Part C: Education of Migratory Children) program service code in SIRS at any point during the reporting school year.

Parent in Armed Forces

Students are designated as Parent in Armed Forces if they were reported with an 8292 (Student with a Parent on Active Duty in the Armed Forces) program service code in SIRS at any point during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported with any of Type of Disability program service code in SIRS at any point during the reporting school year.

Pathways

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE_OF_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

The current Graduation Pathways are:

Arts (ARTS) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

Career Development and Occupational Studies (CDOS) - These are students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are reported with a code of "NONE" (see below).

Career Technical Education (CTE) - These are students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Civic Readiness (CIVIC)- These are students who satisfied the requirements for a Regents or local diploma by earning a New York State Seal of Civic Readiness as their +1.

Humanities (HUM) - These are students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma. Even if

the student passed one or more other exams (e.g., in math or science), HUM should be used because that student did not need to take advantage of the flexibility the multiple pathways provide.

Humanities Alternative (HUMALT) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Languages other than English (LOTE) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved pathway assessment in LOTE as their +1.

STEM with a Concentration in Math (STEMMATH) – These are students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1.

STEM with a Concentration in Science (STEMSCIENCE) - These are students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:29 PM EST

GLOSSARY OF TERMS - PATHWAYS DATA

Arts Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

CDOS Pathway

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. **Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.**

CIVIC Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully earning a New York State Seal of Civic Readiness as their +1. More about the Seal can be found here:
<http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>

CTE Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Humanities Alternative Pathway

Students who satisfied the requirements for a Regents or local diploma by passing an Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Humanities Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Language Other Than English (LOTE) Pathway

Students reported with a Career Path Code of "LOTE" (Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in a Language Other Than English (LOTE).

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or

seasonal employment in agricultural or fishing work has moved from one school district to another.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.

The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [World Languages] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

There are two options that don't require a fifth assessment:

- The CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in Section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.
- The CIVIC pathway option, where a student earns a New York State Seal of Civic Readiness as their +1.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

STEM Pathway with a Concentration in Mathematics

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or an Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

STEM Pathway with a Concentration in Science

Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

World Languages Pathway (LOTE)

Students reported with a Career Path Code of [LOTE] (World Languages, formerly known as Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in World Languages.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 1, 2024, 3:29 PM EST

Property Tax Report Card
280502 - SYOSSET CSD

2023-2024 - Page 1
Revision - as of 04/23/2024 09:29
PM

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"

Form Due - April 29, 2024

Form Preparer Name:

PATRICIA RUFO

Preparer's Telephone Number:

5163655651

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	274,562,660	285,744,550	4.07 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	219,572,465	226,511,537	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	219,572,465	226,511,537	3.16 %
F. Permissible Exclusions to the School Tax Levy Limit	7,290,685	7,402,044	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	212,462,069	219,254,588	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	212,281,780	219,109,493	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	180,289	145,095	
Public School Enrollment	7,022	6,980	-0.60 %
Consumer Price Index			4.12 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	35,406,046	36,831,993
Assigned Appropriated Fund Balance	2,225,000	2,900,000
Adjusted Unrestricted Fund Balance	10,982,506	11,418,124
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
Capital	2018 SECURITY CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	26,660	26,987	Not currently planned for use in the 2024-25 school year.
Capital	2020 CAPITAL	For the cost of any object or purpose for which bonds may be issued.	8,253,265	8,352,265	Not currently planned for use in the 2024-25 school year.
Capital	2014 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	12,623	12,772	Not currently planned for use in the 2024-25 school year.
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	178,769	180,464	Not currently planned for use in the 2024-25 school year.
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	3,330,144	3,370,644	Anticipate appropriating an estimated amount of \$900,000 to support the 24-25 budget.
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	747,066	706,066	Anticipate appropriating an estimated amount of \$50,000 to support the 24-25 budget.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement,			

restricted to debt
service.

Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	165,278	167,180	Not currently planned for use in the 2024-25 school year.
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBAL RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	3,407,419	3,302,419	Anticipate appropriating an estimated amount of \$150,000 to support the 24-25 budget.
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	11,757,511	11,900,511	Anticipate appropriating an estimated amount of \$3,992,855 to support the 24-25 budget.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	8,707,685	8,812,685	Anticipate appropriating an estimated amount of \$2,109,435 to support the 24-25 budget.

*** NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Informe de impuestos sobre la propiedad

2023-2024 - Página 1

280502 - SYOSSET CSD

Revisión - del 23/04/2024 9:29 PM

****Use los buscadores Chrome o Firefox al ingresar al portal de negocios para completar el informe de impuestos sobre la propiedad (PTRC). NO se recomienda el uso de Internet Explorer.****

Nota: Algunos elementos de datos del informe de impuestos sobre la propiedad han sido modificados o renombrados para seguir más de cerca los cálculos de los distritos del límite impositivo sobre la propiedad completados en el sitio web de la Oficina del Contralor del Estado (OSC). Vea el texto de Ayuda anterior para consultar definiciones. Se encuentran disponibles lineamientos adicionales sobre el límite de gravamen fiscal sobre la propiedad en el sitio web de la Oficina de Servicios de Gestión Educativa:

<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

También le pedimos que envíe una versión electrónica (PDF o Word) del Aviso sobre el presupuesto 2024-2025 de su distrito escolar a emscmgts@nysed.gov. Esto nos permitirá corregir cualquier discrepancia en el ingreso de fórmulas o datos rápidamente.

Aviso: El presupuesto promulgado les permite a los distritos escolares establecer un fondo de reserva para los aportes al sistema de jubilación de maestros del estado de Nueva York, con vigencia inmediata. Si corresponde, esta reserva se debe registrar en el Cronograma de Reservas, bajo el título de "Otra reserva" y con la siguiente descripción: "Para financiar los aportes para la jubilación hechos por el empleador al sistema de jubilación de maestros (TRS) del estado de Nueva York".

Fecha límite del formulario: 29 de abril de 2024

Nombre del preparador del formulario:

PATRICIA RUFO

Número de teléfono del preparador:

5163655651

<u>Los campos sombreados calculan</u>	Presupuestado 2023-2024 (A)	Presupuesto propuesto 2024-2025 (B)	Variación porcentual (C)
Importe total presupuestado, sin incluir propuestas por separado	274,562,660	285,744,550	4.07 %
A. Gravamen fiscal propuesto para respaldar el monto total presupuestado ¹	219,572,465	226,511,537	
B. Gravamen fiscal para respaldar la deuda de la biblioteca, si corresponde			
C. Gravamen fiscal para propuestas no excluibles, si corresponde ²			
D. Monto total de la reserva del límite impositivo usado para reducir el gravamen anual actual, si corresponde			
E. Gravamen fiscal total propuesto para el año escolar (A+B+C-D)	219,572,465	226,511,537	3.16 %
F. Exclusiones permitidas al límite del gravamen fiscal escolar	7,290,685	7,402,044	
G. Límite de gravamen fiscal de la escuela, <u>sin incluir</u> el gravamen para las exclusiones permitidas ³	212,462,069	219,254,588	
H. Gravamen fiscal total propuesto para fines escolares, <u>sin incluir</u> las exclusiones permitidas ni el gravamen para la deuda de la biblioteca, más la reserva del límite impositivo del año anterior (E-B-F+D)	212,281,780	219,109,493	
I. Diferencia: (G-H); (el valor negativo requiere la aprobación del 60.0 % de los votantes) ²	180,289	145,095	
Inscripción en las escuelas públicas	7,022	6,980	-0.60 %
Índice de precios al consumidor			4.12 %

¹ Incluya cualquier reserva del año anterior para el gravamen fiscal excedente, incluidos los intereses.

² El gravamen fiscal relacionado con propuestas de servicios educativos o de transporte no son elegibles para la exclusión de conformidad con el límite de gravamen fiscal escolar y puede afectar los requisitos de aprobación de los votantes.

³ Para el período 2024-2025, incluye todo saldo transferido del período 2023-2024 y excluye cualquier gravamen fiscal para la deuda de la biblioteca o la reserva del año anterior para el gravamen fiscal excedente, incluidos los intereses.

	Real 2023-2024 (D)	Estimado 2024-2025 (E)
Saldo del fondo restringido ajustado	35,406,046	36,831,993
Saldo del fondo asignado	2,225,000	2,900,000
Saldo del fondo no restringido ajustado	10,982,506	11,418,124
Saldo del fondo no restringido ajustado como porcentaje del presupuesto total	4.00 %	4.00 %

Cronograma de fondos de reserva

Tipo de reserva	Nombre de la reserva	Descripción de la reserva *	Saldo real al 03/31/2024	Saldo estimado final al 06/30/2024	Uso previsto de la reserva en el año escolar 2024-2025 (límite de 200 caracteres)**
Capital	RESERVA DE CAPITALES DE SEGURIDAD 2018	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos	26,660	26,987	No hay planes para su uso durante el año escolar 2024-2025.
Capital	CAPITAL 2020	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos	8,253,265	8,352,265	No hay planes para su uso durante el año escolar 2024-2025.
Capital	RESERVA DE CAPITALES 2014	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos	12,623	12,772	No hay planes para su uso durante el año escolar 2024-2025.
Reparación	RESERVA DE REPARACIÓN	Para el costo de reparaciones del equipamiento o mejoras de capital.	178,769	180,464	No hay planes para su uso durante el año escolar 2024-2025.
Indemnización de los trabajadores	RESERVA PARA LA INDEMNIZACIÓN DE LOS TRABAJADORES	Para los beneficios y la indemnización de los trabajadores autoasegurados.	3,330,144	3,370,644	Anticipar el cobro de un monto estimado de \$900,000 para respaldar el presupuesto 2024-2025.
Seguro de desempleo	RESERVA PARA SEGURO DE DESEMPLEO	Para reembolsos al fondo de seguro por desempleo del estado	747,066	706,066	Anticipar el cobro de un monto estimado de \$50,000 para respaldar el presupuesto 2024-2025.
Reserva para reducción fiscal		Para el uso gradual de las ganancias de la venta de bienes inmuebles del distrito escolar.			

Reserva obligatoria para el servicio de deudas		Para el producto de la venta de bienes o mejoras de capital del distrito, restringido al servicio de deuda.			
Seguro	RESERVA PARA SEGURO	Para pérdidas por responsabilidad civil, accidentes y otros tipos de pérdidas no aseguradas.	165,278	167,180	No hay planes para su uso durante el año escolar 2024-2025.
Pérdida de bienes + (agregar)		Para cubrir pérdida de bienes			
Responsabilidad civil		Para cubrir reclamos de responsabilidad civil que se hayan efectuado			
Certiorari de impuestos		Para liquidaciones de certiorari de impuestos			
Reserva para recuperaciones de seguros		Para los fondos no utilizados de las recuperaciones de seguros al final del año fiscal.			
Responsabilidad civil adeudada por beneficios de los empleados	RESERVA PARA EBAL	Para los "beneficios de los empleados" acumulados que se les adeudan a los empleados al cese de su servicio	3,407,419	3,302,419	Anticipar el cobro de un monto estimado de \$150,000 para respaldar el presupuesto 2024-2025.
Aportes para la jubilación	RESERVA PARA ERS	Para los aportes para la jubilación hechos por el empleador al sistema de jubilación para empleados estatal y local.	11,757,511	11,900,511	Anticipar el cobro de un monto estimado de \$3,992,855 para respaldar el presupuesto 2024-2025.
Reserva para impuestos no recaudados		Para impuestos impagos debido a que ciertos distritos escolares de la ciudad no reciben reembolsos de su ciudad/condado hasta el siguiente año fiscal.			
Otra reserva única	RESERVA PARA TRS	Para financiar los aportes para la jubilación hechos por el empleador al sistema de jubilación de maestros (TRS) del estado de Nueva York.	8,707,685	8,812,685	Anticipar el cobro de un monto estimado de \$2,109,435 para respaldar el presupuesto 2024-2025.

* **Lineamientos de la reserva del NYSED:**

http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

Lineamientos de la reserva de la OSC: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

**** Proporcione una declaración breve pero específica del uso y la asignación previstos para la reserva en el año escolar 2024-2025.**

Mencione cualquier gasto de capital que se deba votar en la próxima votación de presupuesto.

SYOSSET PUBLIC LIBRARY
2024 - 2025 PROPOSED BUDGET

		BUDGET 2023 - 2024	PROPOSED 2024 - 2025
Library Collection & Programs	Books and Cataloging	165,000	173,000
	Ebooks, Downloadable Audiobooks	100,000	115,000
	DVDs	13,000	14,000
	Streaming Services	25,000	27,000
	CDs - Music & Books on CD	2,000	2,000
	Magazines, Newspapers	30,000	32,000
	Online Databases	65,000	62,000
	Community Information, Programs & Special Events	147,500	176,000
		<u>547,500</u>	<u>601,000</u>
Technology	Computers, Servers, Peripherals	45,000	50,000
	Circulation Software/Maintenance	50,000	50,000
	Contracts - Automation Support	160,000	160,000
		<u>255,000</u>	<u>260,000</u>
Library Operational Expenses	Library Supplies	27,000	23,000
	Contracts with Other Libraries, Postage & Freight	63,000	65,000
	Insurance	63,000	63,000
	Office Equipment Contracts	6,000	11,000
	Library Furniture & Equipment	25,000	25,000
		<u>184,000</u>	<u>187,000</u>
Building Maintenance	Utilities	196,000	184,000
	Building Maintenance Contracts	77,000	79,000
	Telephone	20,000	18,000
	Building & Plant Repairs	60,000	60,000
	Custodial Supplies	28,000	30,000
		<u>381,000</u>	<u>371,000</u>
Salaries & Administration	Professional, Clerical, Custodial, Pages	3,874,000	4,002,000
	Pension, Social Security, Health, etc.	1,884,361	1,974,153
	Professional Fees - Legal, Security, Acct., etc.	168,000	185,000
		<u>5,926,361</u>	<u>6,161,153</u>
OPERATING BUDGET		7,293,861	7,580,153
Income Sources	Fines, Fees, PILOTs, etc.	150,000	180,000
	Transfer from Fund Balance	160,000	180,000
	New York State Aid	8,000	10,000
Anticipated Income		<u>318,000</u>	<u>370,000</u>
Bond Debt Service Approved by Voters - June 2003*		934,875	937,500
AMOUNT TO BE RAISED BY TAXES		7,910,736	8,147,653

Total includes Operating Budget, less Anticipated Income, plus Bond Debt Service



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 02/27/2024

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2024

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 11,224,702,800

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	33	60,206,600	0.54%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	109,101,400	0.97%
13100	CO - GENERALLY	RPTL 406(1)	113	96,630,600	0.86%
13500	TOWN - GENERALLY	RPTL 406(1)	53	176,150,800	1.57%
13650	VG - GENERALLY	RPTL 406(1)	7	1,642,300	0.01%
13800	SCHOOL DISTRICT	RPTL 408	28	306,368,000	2.73%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	14	36,273,600	0.32%
14110	USA - SPECIFIED USES	STATE L 54	2	3,247,800	0.03%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	19	170,799,600	1.52%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	9,174,300	0.08%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.03%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	12	12,290,800	0.11%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	40,078,900	0.36%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	41,417,200	0.37%
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	2,522,000	0.02%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	49,888,800	0.44%
26100	VETERANS ORGANIZATION	RPTL 452	3	2,316,400	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	36	294,347,200	2.62%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	10	12,227,400	0.11%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	667,700	0.01%
40120	Class one reassessment-Nassau	RPTL 485-B	10409	858,992,000	7.65%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	324	9,720,000	0.09%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	162	8,150,000	0.07%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	57	4,574,000	0.04%
41164	COLD WAR VETERAN - SCHOOL		20	460,000	0.00%
41174	COLD WAR VET DISABILITY SCHOOL		1	34,000	0.00%
41300	PARAPLEGIC VETS	RPTL 458(3)	1	706,000	0.01%
41400	CLERGY	RPTL 460	8	4,433,000	0.04%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	53	3,547,000	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	90	25,893,000	0.23%
41834	ENHANCED STAR	RPTL 425	699	84,346,815	0.75%
41854	BASIC STAR	RPTL 425	2674	154,303,356	1.37%
41900	PHYSICALLY DISABLED	RPTL 459	10	1,327,000	0.01%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	1,213,000	0.01%
44220	HOME IMPROVEMENTS NEW	RPTL 421-f	1350	180,807,000	1.61%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	26	71,372,500	0.64%
Totals:			16290	2,838,315,371	25.29%

NEW YORK STATE COMPENSATION REPORT/INFORME DE COMPENSACION DEL ESTADO DE NUEVA YORK

TITLE/CARGO	SALARY/ SALARIO	BENEFITS*/ BENEFICIOS*	OTHER REMUNERATION/ OTRA REMUNERATION
PRINCIPAL/DIRECTOR	195,439	69,532	4,886
ASST. PRINCIPAL/DIRECTOR AUXILIAR	196,627	69,673	4,916
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	204,015	53,816	5,000
PRINCIPAL/DIRECTOR	216,703	72,045	5,418
DIRECTOR/DIRECTOR	208,172	71,127	5,204
ASST. PRINCIPAL/DIRECTOR AUXILIAR	193,646	69,321	4,841
ASST. PRINCIPAL/DIRECTOR AUXILIAR	203,353	53,497	5,084
PRINCIPAL/DIRECTOR	218,359	72,240	5,459
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	204,015	74,250	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	193,076	69,253	4,827
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	200,000	73,541	0
ASSOC. SUPERINTENDENT/SUPERINTENDENTE ASOCIADA	253,750	89,599	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	203,353	70,467	5,084
EXEC DIRECTOR/DIRECTOR EJEC.	200,076	50,802	5,002
PRINCIPAL/DIRECTOR	253,116	76,347	6,328
PRINCIPAL/DIRECTOR	226,835	73,242	5,671
ASST. PRINCIPAL/DIRECTOR AUXILIAR	194,389	69,498	4,860
COORDINATOR/COORDINADOR	202,101	70,320	5,053
ASST. PRINCIPAL/DIRECTOR AUXILIAR	201,735	70,276	5,043
PRINCIPAL/DIRECTOR	227,295	73,296	5,682
DEPUTY SUPERINTENDENT/SUPERINTENDENTE ADJUNTO	258,825	81,580	5,000
PRINCIPAL/DIRECTOR	220,008	72,435	5,500
COORDINATOR/COORDINADOR	205,588	70,731	5,140
ASST. PRINCIPAL/DIRECTOR AUXILIAR	185,839	68,398	4,646
PRINCIPAL/DIRECTOR	228,108	73,392	5,703
PRINCIPAL/DIRECTOR	216,703	72,045	5,418
SUPERINTENDENT/SUPERINTENDENTE	302,074	87,566	15,000
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	170,100	66,539	4,253
DIRECTOR/DIRECTOR	201,106	50,002	5,028
PRINCIPAL/DIRECTOR	202,291	70,342	5,057
ASST. PRINCIPAL/DIRECTOR AUXILIAR	197,300	69,752	4,933
COORDINATOR/COORDINADOR	199,867	70,056	4,997
ASST. PRINCIPAL/DIRECTOR AUXILIAR	201,246	70,218	5,031
ASST. PRINCIPAL/DIRECTOR AUXILIAR	196,804	69,694	4,920
ASST. PRINCIPAL/DIRECTOR AUXILIAR	175,432	46,335	4,386
ASST. PRINCIPAL/DIRECTOR AUXILIAR	204,296	70,579	5,107
DIRECTOR/DIRECTOR	194,389	69,408	4,860

*** Includes District costs for legally required payments including Social Security, Medicare, and TRS./Incluye los costos del distrito por los pagos exigidos a nivel legal, incluidos la Seguridad Social, Medicare y el Sistema de Jubilacion de los Maestros (TRS).**